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ABSTRACT

The eight papers constituting the Proceedings of the second National Paired Reading Conference are published in an annual bulletin of the Paired Reading Project, together with five feature articles, as follows: (1) "Paired Reading--History & Future" (R. Morgan); (2) "Crosland Moor Junior High School Paired Reading Projects with Asian Families" (S. Vaughey and J. MacDonald); (3) "Using a Paired Reading Technique in Cross Age Peer Tutoring" (R. Crombie and A. Low); (4) "Paired Reading with the Mentally Handicapped" (M. O'Hara); (5) "Paired Reading Bibliography"; (6) "An Experiment Using Paired Reading with Peer Tutors versus Parent Tutors at High Bank First School" (J. Townsend); (7) "Direct Instruction, Precision Teaching & Shared Reading in a School for Children with Learning Difficulties" (P. Holdsworth); (8) "A Study of the Longer Term Effects of Paired Reading" (A. Lee); (9) "Paired Reading for Adults with Literacy Problems" (K. Topping); (10) "A Study of Paired Reading & Individualised Reading with Poor Readers in Hong Kong" (L. Burdett); (11) "W.H.I.C.H. Parental Involvement in Reading Scheme?--A Guide for Practitioners" (K. Topping); (12) "Kirklees Psychological Service Paired Reading Project--Second Annual Report"; (13) "A Peer Tutoring Project with Class 6--A Class of Nine and Ten Year Olds--in Holy Spirit R.C. J.M.I. School, Heckmondwike" (P. Bruce); (14) "Can Parents Teach Their Own Children with Reading Problems?" (C. Rippon and others). Also included are a section of reviews of books on paired reading topics, a section of short reports covering paired reading programs in various English schools, and a section of news on such issues as the Ryedale Adult Literacy Project, effective reading tests, the Suffolk Reading Scale, and paired reading with Down's Syndrome Children. (JG)

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# PAIRED READING

# BULLETIN

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## INTRODUCTION

The Second National Conference was held on Saturday, 2 November 1985 at Dewsbury and Batley Technical and Art College (D.A.B.T.A.C.) in Dewsbury, West Yorkshire. After an initial lecture and a video presentation on the Paired Reading technique, to instruct newcomers to the method and serve as revision for the experienced, a keynote address was given by Dr Roger Morgan on the history and future of the method. An exhibition of materials, videos, etc was available for inspection during lunch. In the afternoon, fifteen parallel workshops dealt with a great variety of topics related to the deployment of Paired Reading.

The proceedings of the Conference embodied within this issue of the Bulletin do not include a contribution from every speaker and workshop tutor. This is because a number of the tutors have recently published much of the content of their contribution elsewhere. A brief guide to the contributions follows. The addresses of the contributors, for those readers who wish to contact them, are available from the 1986 P.R. Register or via the Kirklees P.R. Project Headquarters.

Roger Morgan's paper is in this issue, and readers may also wish to consult his paper in Topping and Wolfendale (1985). (Full details of all references cited here will be found in the most recent issue of the Paired Reading Bibliography, which will be found later in this issue of the Bulletin.) Peggy Bruce's paper on P.R. in Infant schools in the 1985 Bulletin gave a good view of her work, and there is an up-date in the "Short Reports" section of this Bulletin. Avril Bush's work in Junior Schools is well known, and three references to her work will be found in the Bibliography. Pat Hodgson's work with P.R. in High schools was reported in the 1985 Bulletin. Gill McKnight's work with P.R. in Special Schools was reported in Topping and McKnight (1984) and was up-dated in the 1985 Bulletin. Sue Vaughey's work with Asian Families is reported in this issue of the Bulletin in a paper by herself and colleague Julie MacDonald. At the Conference, Richard Crombie stepped in at short notice for Alan Low to present a workshop on Peer and Cross Age Tutoring in the Primary School, and the pair of them have contributed a paper on this topic which appears in this Bulletin. Min O'Hara presented a workshop on P.R. with the Mentally Handicapped, and a paper on this topic appears in this issue of the Bulletin.

Joyce Townsend's work with P.R. using natural parent and peer tutors in a First School is reported in a paper in this issue. Cath Harris presented a paper at the Conference on P.R. in High Schools, much of this work having already been reported by herself and her colleagues in the 1985 Bulletin - but an up-date is provided in the "short reports" section of this issue. Keith Topping presented a workshop at the Conference on "Recent Research in P.R.", but this proved so wide-ranging that it was very difficult to summarise in a short paper. Instead of a paper summarising this workshop, an up-to-date version of the P.R. Bibliography is included in this issue, together with the W.H.I.C.H. Guide to Parental Involvement in Reading - these two items cover much of the ground incorporated in the workshop. Readers are also referred to the second annual report of the Kirklees P.R. Project, which is included in this issue. Pauline Holdsworth's workshop on P.R., Precision Teaching and Direct Instruction in Special Schools is written up in this issue of the Bulletin. Mike Welsh presented a workshop on P.R. with Asian Families, and had already had a paper on this topic in the 1985 Bulletin. Stella Cawood and Andy Lee ran a workshop at the Conference on Cross Age Tutoring in the High School. An outline of their work is available as a Feature Article in the 1985 Bulletin, and Andy Lee has contributed a follow-up paper to this issue. Keith Topping's workshop on P.R. for Adults with Literacy Problems is written up in this issue also. Andy Miller's workshop on Issues in the Evaluation of P.R. is not reported in a separate paper in this Bulletin, but the Bibliography refers readers to several other works.

# Paired Reading - History and Future

Roger Morgan

Paired reading had its origins in 1974, while I was reviewing my treatment of a boy with a severe stammer. I was working on the University of Leicester's Child Treatment Research Unit at Birmingham, on the development and evaluation of behaviour therapy techniques for children. The boy concerned had a range of problems, and was a poor reader as well as having a stammer. I had been treating his stammer by trying to regularise speech through reading simultaneously with him, and wondered (over a cup of coffee!) what this might be doing to his reading. Paired reading was the result of adding some well tried behavioural principles to the simultaneous reading, and applying the whole lot to reading problems.

Paired reading was first tried at a small charitable tuition centre in Birmingham; the Foundation for Reading Aid, which was set up for the purpose. The initial pilot trials used volunteer tutors (usually teachers in their spare time); the pilot work was repeated at an l.e.a. centre in Kent, but by the late 1970's we had progressed from using volunteers to do the tuition and were training parents to use the technique with their own children at home. In the meantime, Miller and Heath and their colleagues at different ends of the country had picked up the technique from our own preliminary papers, and published the first highly favourable (and totally independent) large scale trials of paired reading. This was soon followed by major development of paired reading use and research in Kirklees and numerous other l.e.a's.

The original basis of paired reading was wholly behavioural in concept, and it may be helpful to run through the behavioural theory behind its various components. It is however worth stressing that such theories are hypothesis rather than explanation - behavioural concepts have served paired reading well as its original base, but it would be remarkable if no other factors contributed to its effectiveness, and the likely contribution of (particularly) psycholinguistic factors needs to be acknowledged. I do not see the acceptance of a number of different theoretical contributions as in any way contradictory, while still regarding paired reading as well-described in largely behavioural terms.

Behaviourally, the'reading simultaneously'element of paired reading is seen as participant modelling - in which the child is picking up cues from the printed page and from Mum (or Dad), while at the same time making his own attempt at each word, and receiving from the parent's reading a continuous feedback on his own attempt. Behaviourally, this is a potent learning situation - non-behaviourally,learning by doing something in parallel with someone more experienced is as old as the hills. For the newcomer to paired reading, two practical comments may be helpful. Firstly, it is always impressive to parent and child to witness at their first session with you how if they keep going together through a particularly difficult word that the child did not know beforehand, the child manages to produce a passable attempt at it simultaneously with Mum at the first attempt. He effectively gets a "piggy - back through the word". This is fascinating illustration of the value of adapting reading through having a simultaneous example to follow. Secondly, just as the child can pick up accurate reading by doing it simultaneously with Mum, so it is often useful to practice simultaneous reading when

training Mum in the first place, by the trainer reading out loud with both Mum and child at first. Some parents find it particularly helpful to learn this by reading as a "trio".

The second main behavioural principle on which paired reading is based is that of praise as positive reinforcement to increase correct reading. Originally, the addition of this to simultaneous reading as "the other half" of the technique was derived from the successful use of reinforcement (albeit in that case of the edible kind!) in reading work by Staats and Staats in the States. It is intriguing that most parents claim to praise their children for correct reading - yet when observed, very few parents, unless otherwise advised, give more than approximately 0.5% of words praised. Instead, they sit listening to the child read correcly without making more than a negligible response - but react strongly in the opposite direction for any mistake. In normal conversation, the child will be given far more positive response than he is given for correct reading. Just try holding a lengthy conversation with someone else without making any positive reaction or acknowledgement of what he or she is saying!

As a cautionary note, while constant praise is helpful, and very rarely distracts children from reading as many parents fear, the praise used does have to be appropriate to the child. "Well done" may be over-effusive for the ch tastes of one; "uh-huh" have no impact on another. When I was working with ch the third "pilot child" to try paired reading, he turned to me in the middle sh of a passage and said "Please stop saying 'Good boy' to me like that - you make me feel like a dog!" I sulked in silence while he read on for a few more sentences - until he added "Please tell me when I'm correct though, or I won't know where I am". So we carried on famously, with the appropriate form of praise now identified.

The "4 second rule" is simple, but also basic to the behavioural origins of paired reading. By not leaving the child stuck and struggling at any word for more than 4 seconds before coming in to help, paired reading is kept a low stress technique for the child, and high levels of anxiety which might inhibit both learning and correct performance are avoided. Most poor readers have long experience of being exhorted to "try it again", "sound it out" and so on, while they remain implacably stuck, and it may not be insignificant that many paired reading researchers have reported that paired reading is both enjoyed by most children, and that it is often accompanied by a greater closeness between parent and child. Most children, on "consumer evaluation" state paired reading to have been better than they thought remedial reading would be.

The free choice of book allowed in paired reading is vital. An 11 year old finds little to fascinate him in infant level books, and simply does not <u>want</u> to read reading schemes. There are only two reasons for reading something: firstly to get wanted information from it, and secondly for enjoyment. Reading books way below one's chronological age rarely achieves either. Paired reading is inherently extremely flexible; bringing help in always after 4 seconds, and providing for infinite flexibility in the balance between simultaneous reading and independent reading, it automatically adjusts to the difficulty of each book. Enabling an 11 year old to exchange "Trog" for a book about the "A Team" or his favourite football team, gives a huge motivational boost to his interest in learning to read. I am saddened by the currently increasing number of special "series" of books, some of them graded just like reading schemes usually are, being marketed for parents and children to read together. Some of the stories they contain are excellent - but they are no more, nor less, suitable for paired reading than any other books on the shelves. Paired

reading emphatically does not need any special reading material; it can be used with any reading material at all that the child wants to read for himself- from library, bookshop, or cornflake packet for that matter.

As paired reading developed, a number of themes emerged in the growing literature. Although it had not originally been designed for use by parents, most as well as myself have found and reported it to be straightforward and robust enough for widespread (or almost, nowadays, wholesale) use by parents. The theme of flexibility is increasingly being pursued by use with different groups, including children of different ages, children for whom English is a second language, mentally handicapped children, children without reading difficulties, and with adults. It is also being used in different ways, principally by peer tutoring in addition to the now "standard" parental use . In many of these applications, paired reading has been reported (to coin the computer jargon) to be a "user friendly" reading technique.

Another theme, to which with the seminal Haringey experiments paired reading has been a contributor, is that reading may be improved by encouraging its overall performance, rather than by having to dissect and build up its subskills. Jenny Hewison in Haringey had found that, without any specific technique to use at all, parents who heard their children read at home had children with improved reading. Paired reading has added to this a simple technique that appears to produce good effects with most groups of children without prior diagnostic work to lead to an individually designed remedial programme. A decade ago, to assert that the same flexible technique could help the majority of children with reading problems to some degree would have been a heresy; now, a generally applicable procedure like paired reading is often a first response to the need to improve reading skills, with more specialised diagnosis and programmes reserved for those who require help additional to this. None of the 1970's texts on reading on my bookshelves even refer to parents as agents of possible improvement in reading for children with reading problems. The future will probably need to produce screening tests able to differentiate those children who require further diagnosis rather than general techniques.

Whether paired reading is described according to one set of theories or another, it is quite likely that it achieves its effects largely by being neutral to the precise mode of word attack the child is using. It does not teach him any competing strategies (and will not therefore argue with whatever others may also be trying with him), and encourages any strategy he may be using that achieves results. Perhaps it therefore "culls out" ineffective strategies while encouraging effective ones, at the same time lifting previous inhibitions to effective learning (like failure, boredom, anxiety and uninteresting reading material).

In the future, the replication of paired reading is likely to continue, and one hopes for increasingly valid numbers and designs of study. The two areas most in need of development in evaluative and replication studies would seem to be those of increased follow up of children involved, and of use of better measures of reading performance. Too much reading research (with paired reading as many other aspects of reading) still relies on the Neale test. It would be useful to know any prognostic indicators, or contraindications for paired reading which may emerge from future studies. Other important questions (readers seeking research topics please note!) are whether paired reading produces a once-only boost to reading, or whether repeated "bursts" of its use would produce repeated increments in reading, and whether there is an optimum length and intensity for a course of paired reading.

Also in the future, one might expect the range of applications of paired reading to continue to widen and be more fully evaluated. Apart from the upper Junior / lower secondary "remedial" applications with which it started, future developments would usefully concentrate increasingly on beginning rather than remedial readers (this is the age group that first led to variations on the original theme), on adult and older teenager uses, use with different languages, and with the handicapped. Increasingly, it is possible that as basic paired reading can be readily described, added to, or subtracted from, it will be useful as a "test bed" for further basic research on the reading process rather than the efficacy of the technique itself, through, for example, the addition of phonic, semantic and visual prompts. Perhaps the most fascinating area of possible future investigation concerns the effects of paired reading on the children and the material read, rather than reading as such. The possibility that for some children use of paired reading might, through the mediation of improved reading, counter antisocial school behaviour deserves investigation; and the observations now emerging that peer tutoring helps the tutors as well as the tutees is to my mind both of immense potential value practically, and of great research interest theoretically. Concerning the material read, it would be useful to know whether paired reading could provide a ready means of learning and retaining unfamiliar material as well as reading skills - perhaps instead of rote learning, in the aquisition of pronounciation of foreign languages, or even "paired music".

Finally, there are a number of caveats that it would be as well to observe for the future of paired reading work. Firstly is the danger of "drift"; in the use of any technique there is an inherent tendency for the technique to become less precisely used as time and number of retellings of what needs to be done increase. It is fascinating to discover what some parents have made of paired reading when they heard how to do it from another parent who had been told what to do by a teacher who had seen it done by someone at their last school! I make a plea for accurate training and regularity of supervision. If a variation on the original technique is being used, be clear in describing what the variation is, and don't assume that findings derived from one version will automatically generalise to another. Secondly, there is the ever present and related risk of paired reading schemes being set up with inadequate preparation and monitoring, and, frankly, going off "half cock". I worry when I hear teachers say "of course, we've always been doing that" ... paired reading is certainly commonsense and in many ways a distillation of longstanding elements of good practice - but it is systematically and consistently applied commonsense, and is a specific and now well tried selection of good practices that must be consciously made rather than assumed to be there already. Already, at least one study on paired reading turned out to be a study (and a disappointing one at that) of simply "hearing children read" for some children through leaving parents to maintain the technique themselves with little continuing supervision. Personally, I find fortnightly contact with parents the "thinnest" supervision to be relied upon.

As a last comment, it is worth remembering that paired reading is now simultaneously in a phase of expansion to teachers, parents and children to whom it is new, and in a phase of increasing variation, sophistication and evaluation. These parallel lines need keeping apart to some extent. It takes about an hour to do a good job of teaching paired reading to a new parent and child pair before sending them "solo", and this use of the most basic, un-varied form of paired reading remains the most evaluated and most useful. The moral is to try the basic technique first.

# CROSLAND MOOR JUNIOR SCHOOL

## Paired Reading Projects with Asian Families

by Sue Vaughey and Julie MacDonald

### The School

Crosland Moor Junior School is a multi-ethnic school for children in the age range 7-11 years. The children come from a wide variety of social and cultural backgrounds. The proportion of children from families with ethnic minority backgrounds is over 50% and is annually increasing with each new intake of children. Although already having a strong language policy, these changes have made us more aware that language development must be given an increasing priority, especially in our first year classes.

### The Project

When it was first suggested to us that we piloted a paired-reading project in school, we became very interested, and felt that the obvious 'starting-point' should be with two of our first year classes.

In order to succeed we decided to plan and monitor our first phase very carefully. In the long-term we envisaged all four first year classes taking part, followed by second and third years, and finally the whole school becoming involved. This was an ambitious plan as the first phase must succeed in order for other projects to follow.

### Anticipated Problems we could encounter

1. Asian Community geographically long distance from school.
2. Close community, heavy involvement with the mosque - time consuming for our children.
3. Many children and families have limited English understanding.
4. Home visiting - would they accept us?
5. The need to choose home visiting time with care in order that all family members concerned would be present.
6. As our projects progressed would siblings be adequate substitutes for parents?
7. Also, could a surrogate show the concern required for success?
8. What difficulties would be encountered by us when home visiting where siblings or surrogates were substituted?

### Criteria for Selection in Phase I

In order to gain success at this stage we chose:-

a) Children with supportive parents who could speak and read English.

b) Children who would most benefit from Paired Reading but not necessarily the poorest readers.

c) Children with parents at home during the evening.

d) Children with parents with whom we already have good relationships.

**Phase 1**

Initially parents were approached verbally in a friendly manner, inviting them to attend a meeting with the aim of involving them in a Paired Reading Project. This was followed by a letter of formal invitation, asking them to being their child to the arranged evening in order to discuss the method of Paired Reading. The essence of the meeting was to involve Mr Topping with his video, children and parents, ourselves (ie the teaching staff involved at this stage). Our P.T.A. provided refreshments.

At the meeting instructions and advice was given, ably supported by the video. Parents were advised that reading age tests had already taken place with their children during the previous week. After the six week period of the project the children would be tested again in order to monitor progress. Further support was offered by home visits from ourselves. Enthusiasm was very obvious at this stage. A follow-up meeting was arranged for six weeks later.

**Results of Phase 1**

**Success**

| | | c.a. | 15.11.84. r.a. | 3.12.84. r.a. |
|---|---|---|---|---|
| Leigh A | | 8.0 | 6.11 | 7.3 |
| Toby D | | 8.1 | 6.10 | 7.1 |
| Einderpal S | | 8.2 | 6.7 | 6.9 |
| Wayne B | | 7.8 | 6.8 | 6.11 |
| Navinder G | | 7.5 | 6.7 | 7.2 |
| Jamie B | | 7.11 | 7.11 | 9.0 |
| James W | | 7.8 | 6.9 | 7.9 |
| Isharet H | | 8.1 | 6.5 | 6.10 |
| Phillip P | | 7.7 | 7.2 | 7.5 |
| Kathy T | | 7.3 | 6.10 | 7.5 |
| Kevin B | | 7.8 | 6.5 | 7.4 |

The average gain on the Schonell Word Recognition test was 6 months, ie approximately four times 'normal' rates of gain, even on a test largely unrelated to the Paired Reading process. Follow-up assessment 7 weeks after project completion showed the children were still accelerating at above "normal" rates. The majority of children were now asking to be involved in a Paired Reading Project.

Criteria for Selection for Phase II

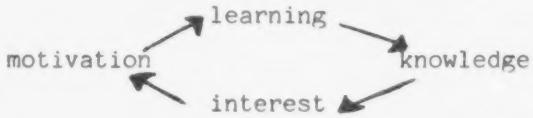
1. Deliberate selection for participation now not essential.
2. Children chosen who were in most need of Paired Reading.
3. In families where parents did not speak English or were not available during the evenings, siblings were chosen to 'pair' with the child.
4. In families where siblings were too young or did not speak English, surrogates were chosen.

Phase II

1. Children now approached home for co-operation.
2. Letter sent out to interested homes, printed in English, Urdu or Punjabi.
3. Meeting format as in Phase I but excluding video and outside help. This time live role-play was used with experienced 'parent/child pair' from previous stage.
4. Children's reading ages were again tested before and after project.
5. A follow-up meeting was arranged.
6. Home visiting was explained.

Evaluation

1. Whilst the anticipation of problems had to be considered, at no time did they arise.
2. Paired Reading fulfilled far more than we had ever anticipated.
3. Child's reading improved and interest was generated in reading as a subject. Interest and success now self-motivating.




4. Asian parents are now involved with and appreciating school, giving rise to improved parent/teacher relationships.
5. Our understanding of child, Asian family life and its culture was improved through HOME VISITING which we found to be absolutely essential and played a large part in the success we achieved.
6. Interest and notivation is now gaining strength with more teaching staff.
7. Follow-up assessment 39 weeks after the conclusion of the second project showed the Paired Readers were still accelerating at above "normal" rates.

A phase III project was then developed, similar to the Phase I project but including children from second year classes. A total of 36 children were involved,and testing showed gains of 5.5 times normal on the (now prefered) DD1 test. Phase IV is in preparation at the time of writing. There can be no doubt that for ethnic minority and majority children alike, Paired Reading represents a real breakthrough in the teaching of reading.

**Results of Phase II**

Obvious Success

| Daniels & Diack Test 1 | c.a. | r.a. 4.1.85 | r.a. 14.2.85 |
|---|---|---|---|
| Glen C | 7.5 | 7.6 | 8.4 |
| Jeanette K | 7.7 | 5.7 | 6.0 |
| Alisan S | 8.0 | 8.5 | 8.8 |
| Athur A | 7.5 | 5.8 | 6.2 |
| Manjeet S | 7.9 | 5.9 | 6.6 |
| Kirtiben P | 8.0 | 6.6 | 6.7 |
| Nazia P | 7.7 | 6.6 | 7.4 |
| Shanaz K | 7.9 | 6.7 | 7.4 |
| Tanveer K | 7.11 | 7.1 | 8.1 |
| Sarfraz R | 7.8 | 6.1 | 6.6 |
| Mohammed S | 7.5 | 6.0 | 6.6 |
| Shabana J | 7.11 | 6.4 | 6.9 |
| Fara A | 7.10 | 7.2 | 8.0 |
| Asim M | 8.1 | 6.9 | 7.4 |
| Safia R | 8.1 | 6.0 | 6.1 |
| Lakhbir B | 8.3 | 7.9 | 8.7 |
| Neil M | 8.2 | 6.6 | 7.0 |
| Shamila S | 8.4 | 7.0 | 7.4 |
| Waseem T | 7.7 | 5.8 | 6.4 |
| Zoe C | 7.6 | 9.0+ | 10.2 |
| Layla S | 8.2 | 8.7 | 9.0 |
| Kirsty J | 7.9 | 7.6 | 8.1 |
| Kameljeet K | 7.6 | 6.9 | 7.4 |
| Charles J | 7.6 | 5.6 | 5.9 |
| Jason H | 7.8 | 7.0 | 7.8 |

Average gains during the period = 6.69 months (4 x normal)

Experience and Enthusiasm gaining strength

## Using a Paired Reading Technique in Cross Age Peer Tutoring

Richard Crombie and Alan Low

### Introduction

The present project was preceded by four others. We feel it would be useful, by way of introduction, to briefly review what went before at Rossmere Primary School.

Firstly, the parents of some older children experiencing reading difficulties were invited to use Paired Reading (eg Morgan, 1976, Topping, 1985) at home as a remedial technique. The response was good, and the results were encouraging. However, as their parents could not be involved, some of the children most in need of extra help did not get it. This led to the second project in which other children, rather than parents, were used as tutors. There is much evidence (eg Fitz-Gibbon, 1977) that peer tutoring is an effective teaching technique.

A GAP Reading Test (1970) was used to determine reading levels and the class was divided into two groups of higher and lower reading levels. The better readers became tutors and the poorer readers became tutees. The latter chose their tutors from those available. A Paired Reading technique was again used. The scheme ran for six weeks and each child completed three fifteen-minute sessions each week. The results showed average gains in reading comprehension of three months for the tutees and five months for the tutors. These results suggested that peer tutoring would be useful, and further, that the tutors were not simply being used, but did themselves improve their reading skills. This has been shown in other studies (eg Goodlad, 1979).

The third project was part of the normal fourth year curriculum and involved the same methods employed in the second scheme, except on this occasion the pupils engaged five times a week, for fifteen minutes, over the whole of the Autumn 1984 term. This time the results showed eleven tutees making a mean gain of 11.3 months, with one making a loss of 4 months, whilst for the tutors there were eight gains with a mean of 12.5 months, and four losses with a mean of 4.5 months. The overall gain was 8.1 months.

As Paired Reading had been shown to be successful with ten and eleven year olds it was decided, as a fourth scheme, to try the technique with seven-year olds, working with their parents. Over a period of three months, six children made a mean gain in their reading age of over seven months, suggesting that Paired Reading is a valuable technique to use with seven year olds. So, with the help of the County Psychological Service, the present project was set up.

### Method

The experimental and control groups were set up in the following way: twelve junior 4 and older junior 3 girls, twelve junior 4 boys, twelve junior 1 girls and twelve junior 1 boys were all tested on their reading accuracy and comprehension using Test A of the Neale Analysis (Neale,1958). Six of the older girls and six of the older boys were randomly selected to be the tutors, whilst six of the younger girls and six of the younger boys were also selected randomly to be the tutees. The tutees were then allowed to choose a same sex tutor from those available. The remaining children tested made up the matched control groups.

Each school day at 11.45 am the tutors would collect their tutees and take the tutees back to the tutor's classroom for the Paired Reading session. Meanwhile the older control group would go down to the younger children's classroom to spend the time reading individually alongside the younger control group.

The Paired Reading technique used was as follows: the tutor would read aloud from a book along with the tutee at the pace set by the tutee. The tutor would stop reading aloud at a signal (eg a tap on the table) from the tutee who would continue to read aloud. The tutor would praise the tutee for reading alone, for reading difficult words, for self-correction, and generally when it was thought appropriate. If the tutee made a mistake or could not read a word the tutor would supply the word and continue to read aloud with the tutee until the tutee again signalled the wish to read alone. Demonstration and practice were used until the pairs were competent with the Paired Reading technique.

The books used were from the Ginn 360 Reading Scheme. Initially the tutees were told at which level they should start, and then had the freedom to choose the order in which they read books at that level. The project ran for six weeks with 15 minutes of Paired Reading each day. Whenever one of a pair were absent the missed sessions were made up. Consequently each child completed thirty sessions of 15 minutes duration over the six weeks period.

The children were then retested, again using Test A of the Neale Analysis. We used Test A on both occasions as we were not happy with the inter-test reliabilities for Test A, B and C of the Neale. This may have led to some learning effect in the result. However, since we mainly concerned with the difference in gains between the experimental and control groups this factor is of minimal importance. It will be noted that the control group probably had more opportunity to read than they would under normal circumstances at school and also that more attention than would be usual was paid to them over their reading.

In one sense this makes them an appropriate control in that the effect of the extra time and attention given to those in the experimental group will have been to a large degree offset, thus teasing out the effect of Paired Reading as a teaching technique. However, they cannot be seen as a control group in any absolute sense as they are inevitably affected by the variables noted above. So, in order to discover whether or not Paired Reading is a better teaching technique than those normally used in schools, we should be concerned with the difference in reading gains between the experimental and control groups rather than with any raw gains by the experimental group.

Results

The number of subjects involved allowed us to make comparisons between the difference in mean gains for the following experimental and appropriate control groups: a) all subjects, b) tutors, c) tutees, d) girls, e) boys. We were concerned with gains in both reading accuracy and reading comprehension. The results are tabulated in figure 1. Note that two boy control subjects, one from each of the younger and older groups were not available for the post-test. Their results were discarded. The differences in the gains made in both reading accuracy and reading comprehension for the boys vs the girls and for the tutors vs the tutees were not found to be significant.

Figure 1 Reading gains (expressed in years)

| | | Accuracy | | | | Comprehension | | | |
|---|---|---|---|---|---|---|---|---|---|
| Group | n | mean | s.d. | t | p | mean | s.d | t | p |
| Tutoring | 24 | 0.74 | 0.42 | 4.41 | <0.01 | 0.95 | 0.59 | 2.59 | <0.05 |
| No Tutoring | 22 | 0.30 | 0.24 | | | 0.54 | 0.47 | | |
| Tutors | 12 | 0.74 | 0.33 | 6.92 | <0.01 | 1.07 | 0.52 | 1.28 | not sig. |
| Control | 11 | 0.38 | 0.26 | | | 0.82 | 0.40 | | |
| Tutees | 12 | 0.75 | 0.50 | 3.39 | <0.01 | 0.83 | 0.64 | 2.52 | <0.05 |
| Control | 11 | 0.22 | 0.20 | | | 0.31 | 0.34 | | |
| Girls | 12 | 0.80 | 0.44 | 3.47 | <0.01 | 1.03 | 0.69 | 2.42 | <0.05 |
| Control | 12 | 0.30 | 0.24 | | | 0.43 | 0.51 | | |
| Boys | 12 | 0.68 | 0.39 | 2.62 | <0.05 | 0.82 | 0.45 | 2.91 | <0.01 |
| Control | 10 | 0.30 | 0.26 | | | 0.58 | 0.43 | | |

Using scattergrams to get a rough idea of any correlation between reading ability at pre-project testing and gain in reading ability, for accuracy and comprehension, we found little or no connection. We checked the most likely looking correlation, that for the boy tutees' accuracy, and found a correlation of only 0.11. The statistical analyses employed were the F-test followed by a t-test with appropriate adjustment of the degrees of freedom where necessary.

The results tend to support the hypothesis that Paired Reading is a useful technique in the teaching of reading when used within a primary school utilising children as tutors. Overall the experimental subjects made significantly greater gains in reading ability than did the control group, whose greater than normally to be expected gains we put down to the effect of extra time spent reading and the motivational fillip given rise to by acting as teachers.

Significantly higher gains were found for tutor, tutee, boy and girl groups than for the corresponding control groups in all cases except, paradoxically, for the group making the greatest mean gain of all, ie the comprehension component for the tutors. They gained 1.07 years, but as the gain for the control group was also very high there was no significant difference. Our results suggested that gains in reading accuracy and comprehension were similar for all experimental subjects, were they male or female, tutor or tutee. Their pre-test ability also appeared to have no bearing on their gains. We are suspicious of this result and suspect that, for instance, the motivational effects of the novel tutor-tutee relationship may account for a large proportion of the gains, thus masking any differential effects. Alternatively, the factor in design involving tutees choosing their tutors (incorporated to improve motivation)may also have masked the effects of the technique per se.

Discussion

The view has been expressed that using older or generally more able pupils as tutors may meet some needs in the tutees but does nothing for the tutors. However, this study, like others before it (eg Goodlad, ibid), has shown that the tutors' gains were as great as those of the tutees. There are a number of possible explanations for this. For instance, some of the tutors had been experiencing reading failure and indeed had been receiving remedial teaching from the Learning Support Service (which was discontinued throughout the period of the project). These pupils must have been encouraged and motivated by their new role as helper. This would do much for their self-esteem, particularly as it relates to reading.

Also, having to attend to the tutee and remember details from each book in order to ask questions at the end must have stretched and developed the tutors' powers of concentration and ability to comprehend what they were reading. This would suggest that the tutors' reading comprehension gains should be greater than their reading accuracy gains, and indeed they are the only group where such a difference is significant (at the 0.05 level).

It is a pity that there is not space to list all the comments of the pupils and teachers involved in the project. These would serve to show how, apart from improving reading, the technique can also raise the tutors' general sense of responsibility, altruism, motivation, attitude to school, attitude to reading, level of confidence, assertiveness and helpfulness to younger children. Tutors also realised "Paired Reading is a source of helping each other." (Steven A). As for the tutees, the technique has apparently improved confidence as well as reading ability

for a number of those involved, right across the curriculum. Children who were not keen on books now cannot read enough.

A few comments follow:
"I like to think it helps other people read better." (tutor)
"Our class is into books...." (tutor)
"His reading has suddenly improved and with growing confidence so has his written work." (teacher about tutee)
"I wish I was still doing Paired Reading." (tutee)
Mary Lynn, Rossmere's Headteacher, remarked on how the children's behaviour when moving around the school building had improved. She put this down to the daily movements of those involved in the project.
"Her interest came from seeing improvements being attained by the tutee." (teacher on tutor).

Of course not all comments were positive:-
"I didn't like Paired Reading because my partner kept nagging me." (tutee)
"It helps you spell a bite (sic) better." (tutor)
"One thing I don't like on Paired Reading is when the kids read all the big words and get stuck on the little ones." (tutor)

All parents were encouraged to find out about the project and to see it for themselves in school. All, except one, who was concerned about the "impaired reading" she had heard about, were very enthusiastic.

As far as organising a project is concerned this technique can, we think, be fairly described as cheap, taking up little time and being easy to administrate. The most important asset such a scheme can have is interested, enthusiastic teachers supported by a similarly minded head. We think that the most important benefit of such a scheme to children is its ability to increase their motivation whilst simultaneously directing their learning. Paired Reading improves motivation in various ways. Firstly, it is new, different, and has strong teacher support; secondly, it concentrates on success and minimizes failure; thirdly, it encourages independent action whilst always allowing for helpful support. Whilst not wanting to understate the amount of work necessary to set up such a project - obtaining books (try the library service), sorting out times, preparing record sheets, setting up the pairs, teaching the technique and organising the sessions, it is true to say that this project almost ran itself after a very short time. The amount of time spent setting up the project depends very much on the method of testing employed, if any.

We are satisfied that given the right conditions, this technique is worthwhile, at least in the short term. It would now be interesting to see whether the gains made will be maintained over a longer period. It will not be possible to follow up the results from Rossmere, as, owing to demand by the children, the control groups are at present taking part in Paired Reading. The success of this project has now prompted the incorporation of the technique into Rossmere Primary School's curriculum. All pupils will have the opportunity to be tutees in their first year in the junior department, and tutors in their final year at the school.

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# PAIRED READING WITH THE MENTALLY HANDICAPPED

Min O'Hara

## Why Teach Mentally Handicapped Children to Read ?

Paired Reading is being extended to all groups of children, and that does not exclude mentally handicapped children. There has been a movement away from teaching "watered down" mainstream curriculum, fuelled by the advent of individualised life and social skills programmes. With the increase in "normalisation" and the breakdown in the perceived barriers of handicap, an increased interest in activities such as reading has developed. Eliciting and accelerating reading skills in mentally handicapped children can be seen as part of "normalisation", helping such children to fit more readily into mainstream classrooms, as well as helping mentally handicapped adults to survive and improve the quality of their life in independent living situations.

Several rationales have been put forward for the teaching of reading to the mentally handicapped. Buckley (1983) and Gillham (1979) both report that teaching reading has resulted in an extension in the use of language with groups of mentally handicapped children. This is of course the converse of the expectation of the average class teacher, who has been taught at college that adequate language skills must exist before an attempt is made to teach children to read. Lorenz et al. (1984) reported a survey of relative priorities given by the families of mentally handicapped children to various curriculum areas. Reading was considered the most important skill area by 80% of the respondents, emphasising the need within the families of handicapped children for the child to be able to demonstrate at least some "normal" behaviour. The respondents saw this putatively "academic" skill as more important than many of the accepted social skills. The parents in the survey emphasised that not only was the development of reading skill a "normal" objective, but the work involved at home in striving towards this objective produced a more "normal" interaction between parent and child. The parents perceived reading to be a more cognitively complex skill than the more mundane practical and social skills, and steps forward by their children in reading often generated great excitement and optimism in the parents.

Furthermore, there is every indication that the children themselves enjoy being taught to read. Reading often proves extremely enjoyable, and is arguably more likely to elicit rewards from adults in addition to being intrinsically motivating in itself. Another relevant point is that teaching mentally handicapped children to read is a great deal more possible than is widely appreciated. The work of Sue Buckley (1983) showed that 45% of her population of mentally handicapped children learned to read in some form by the age of six years. Although this sample may well have not been entirely typical, it would certainly seem that a higher than expected proportion of such children <u>can</u> learn to read. Finally, there are indications that teaching mentally handicapped children to read can change expectations of, and in, special schools. Where a substantial proportion of mentally handicapped children begin to develop reading skill, special schools may begin to increase their expectations of such children. Indeed, many children who have traditionally been educated in schools for children with severe learning difficulties might be better off in schools for children with moderate learning difficulties or in units attached to mainstream schools.

Thus, the answers to the question - "Why Teach Mentally Handicapped Children to Read ?" - can be summarised:-

(a) to extend or develop their language
(b) parents think it a priority
(c) it increases normalisation experiences
(d) it provides a normal parent/child interaction rather than reinforceing preoccupation with self-help skills
(e) children enjoy it
(f) it works for a large proportion of children
(g) it can change expectations in and of special schools.

## What Methods Have Been Used ?

### SUE BUCKLEY'S METHODS

The methods pioneered by Sue Buckley (1983) in Portsmouth have demonstrated substantial success, although the original sample group was rather small. There is a training video and a manual available and Sue Buckley has outlined a theoretical assessment of her techniques.

The structured programme teaches sub-skills:- matching, selecting, naming - followed by a Look and Say teaching approach using flash-cards, 2-3 word phrases and finally incorporating phonics. The method incorporates the notion of Reading Readiness (ie that children should be able to select and match pictures of objects and have a spoken vocabulary of 50 words before reading teaching starts. The latter criterion was subsequently relaxed). Lorenz et al. (1984) were critical of these techniques on theoretical grounds, feeling that the notion of reading readiness was of doubtful validity and relevance. These workers took the view that parental expectation was the most significant factor in child skill development.

### PAIRED READING

The theory underpinning Paired Reading would appear to be more acceptable in the domain of working with the mentally handicapped. For one thing, it incorporates the concept of error-less learning, which is familiar to teaching staff and parents and is strongly related to other successful support systems for the mentally handicapped, eg Portage, E.D.Y., etc. The method is "non-technical", and is easier to teach parents than other more traditional forms of reading support. The technique has already demonstrated broad-spectrum applicability with groups of children who have varied enormously in terms of age, reading ability and assumed cognitive ability. The method is designed so that the transition from reading to the child, through Reading Together to the child Reading Alone, and back again is very flexible. The technique automatically adapts to changes in the reading materials, child confidence levels and current mood and degree of tiredness. Given that the mentally handicapped may show greater fluctuations in these latter respects than "normal" children, this technique would seem particularly applicable.

## Forms of Paired Reading

Bill Gillham has used pictures and 2-3 word phrases and sentences based on his own "First Words Programme" (1979) with pre-school mentally handicapped children. Correct reading has been modelled by the adult, simultaneously prompted in the Reading Together mode, and subsequently checked by Reading Alone. A measurable increase in the children's spontaneous use of multiple word sentences has resulted. Levels of success are perceived to have depended as much on parental motivation as any other factor.

There have been other less publicised examples of using a more traditional "pure form" of Paired Reading technique, often with small numbers of children or isolated cases. The Reading Together phase of Paired Reading is particularly valuable to move children on to reading continuous meaningful prose from books, who might otherwise have "got stuck" on flash cards forever. In some cases, the initial sight vocabulary developed on flash cards has been used via a modified Breakthrough to Literacy approach to create an individualised "Reading Scheme" for children, illustrated by Polaroid photographs and the children's own drawings. Reading Together can be used to develop high levels of fluency on these books, with the child increasingly signalling for Reading Alone as fluency increases. Subsequently, reading skills so developed can be generalised to published materials of restricted readability levels using the two aspects of the Paired Reading technique in the normal way. It has not been usual for mentally handicapped children to be given the same complete freedom to choose their own reading materials irrespective of readability levels that is a crucial part of P.R. projects for "normal" children. For some children, this may reflect unnecessary caution on the part of teachers and parents - there is an empirical question to be answered here. While the original aim of such work was to improve reading, in many cases there is undoubtedly an associated improvement in the child's spontaneous language skills.

## Group Discussion

During the course of this workshop at the Second National Conference, the majority of the participants reported experience with the use of flash cards and pictures to increase basic reading and language skills, but few had gone one to deploy the "pure form" of the P.R. technique with mentally handicapped children. One workshop participant was at the point of evaluating a project. However, there was undoubtedly a growth of interest in this field, although the translation of this interest into practice had been inhibited by lack of time and the industrial dispute then current in the teaching profession.

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## An Experiment using Paired Reading with Peer Tutors vs. Parent Tutors at High Bank First School

Joyce Townsend (with Keith Topping)

I have worked for almost 4 years on paired reading projects at Deighton Junior School in Huddersfield, where home visits have proved to give spectacular results. So naturally when I moved to High Bank First School in Liversedge, I wanted to introduce P.R. there. The staff knew of the method, but nothing had been started.

### Catchment Area

High Bank is a social priority school, on the very deprived Council estate of Windy Bank, which has no ethnic minority residents. Bricks and glass are a constant feature on the roads, and staff have had tyres let down and punctured when parked in the school car park. There are a handful of children from private houses nearby, but the majority of children at High Bank do not have 'normal' homes - many have no carpets and few curtains. Clothing comes mostly from jumble sales or welfare services. Parents living together are unusual and unemployment is very high.

### The First Project

It was a while before I felt I knew the school, children and families well enough to begin a project. My class of 29 5th year children (8-9 year olds) were moving to middle school at the end of the school year. Of these 29, 17 had a Reading Age below their chronological age. Where to begin?

First I appealed to the staff to see who would be willing to do home visits, or be available in school for parents, either at lunchtime or at 3.30pm. Four staff were prepared to do home visits and 3 would do school sessions. Previous experience at Deighton had shown that in-school meetings were not as useful with many parents, who would forget, or make excuses, and appointments would not be kept. However we had to try and see if the same thing applied at High Bank. All staff with the exception of the head and myself preferred to have only one child to visit, since this would be their first involvement in P.R. I reckoned we could cope with 14 at the most. So I chose as my 14 those in the most need of help.

Letters were sent out and replies were very prompt. We were to have two "launch" meetings, one at 3.30pm and one at 7.00pm. The format of these meetings has been well described elsewhere. Eleven children subsequently became involved. Only 1 child wanted a school visit (so I had 2 teachers whose services I couldn't use ); the other 10 all chose home visiting. No testing was done for this project, as I knew it worked, and we had no time, or person, to do the testing.

We had 2 children who weren't prepared to do P.R. properly - by that I mean 6 days a week for 8 weeks. They were both boys who would be put in the 'didn't try - needs constant pushing' category, if you had to classify. The 1 girl who was coming into school for her P.R. monitoring soon proffered the excuses we had had at Deighton, and only the first 3 appointments were kept. Our part-time teacher ended up reading each day in school with this keen, struggling girl, because it was thought no reading was occurring at home.

The other 8 that did P.R. with home visits made really good progress and all advanced one level or in some cases two levels on theclass reading scheme during the 8 weeks.

One mum, thrilled by her son's readiness to read, said "He even asks me 'Can we read tonight after Cubs?' and as he comes through the door shouts "Mum, have you got the book ready?"

The Second Project

By the summer term children were constantly changing books. I knew I had to do another phase during this term, with the 6 I had left whose Reading Age was still below their chronological age. Only one family did not appear at the meeting for the second project, but we had one boy who wished to be visited again, so we still had 6 taking part. Visits were made by the headmistress and myself as sanctions by other unions prevented other teachers joining in. This time we were lucky to have the services of an outside evaluator who tested the 6 children on the Neale's Analysis of Reading.

Fig 1 Results of Second Project

| | Pre Project | | Post Project | | Gain | |
|---|---|---|---|---|---|---|
| | R.A. | Comp.A. | R.A. | Comp.A. | R.A. | Comp.A. |
| Donna | 7.11 | 7.3 | 9.1 | 8.2 | 1yr 2m | 11m |
| Toni | 9.4 | 9.1 | 9.11 | 9.10 | 7m | 9m |
| Scott | 6.0 | 6.0 | 6.0 | 6.0 | - | - |
| Kelly | 8.6 | 7.1 | 9.3 | 8.2 | 9m | 1yr 1m |
| Lee | 9.7 | 8.5 | 11.6 | 10.1 | 1yr11m | 1yr 8m |
| Sharon | 7.2 | 6.9 | 7.4 | 7.6 | 2m | 9m |

We were pleased with the results, though they weren't quite as dramatic as some of the Deighton results - especially with the Comprehension gains.

Scott - was the boy who took part in both phase 1 and 2, but was still there on 6.0! (probably because the Neale test didn't go low enough for him ). His interest in books had really grown, and those never touched in his bedroom had found their way downstairs - to be read with "Nan". Nan (with whom he lived) was a perfect example of how to do P.R.

Lee - I was thrilled with his results, for he struggled all year with cataracts on both eyes. (Thankfully dealt with during the Summer holiday).

Toni, Donna, Kelly - all needed to put in that "extra bit of effort" - perhaps had it been the Winter term with not as much 'playing out' time, they would have made more improvement!

Sharon - was having family problems and although they began enthusiastically, fears of eviction (yet again) naturally took over from P.R.

When they left for middle school, only 5 of the 29 were not changing books regularly. The better readers were constantly asking why they couldn't do P.R. and have me visit them. I just wish I could have got round to everyone!

## The Third (Comparative) Project

Because of sanctions continuing, we began the Autumn term with still just two of us to do the home visits. My new class of 31 included 14 with Reading Age below chronological age. How could I begin P.R. with no more staff help? I had read during the summer of other schools using Peer Tutors. Could this be my answer? Could I incorporate this with the home visits? I decided to split the class into 4 groups, and do a comparative study of the relative effects of parent tutoring, being tutored by peers, being a peer tutor, and having no 'treatment' other than normal classroom teaching.

### Selection of Groups

The headteacher and myself could only cope with 7 home visits. We felt the intervention groups should be the same size. That left 9 children as controls. Ideally, we would have liked to choose at random, but I had already mentioned to 3 of my mums that P.R. would help their children a great deal, and a fourth parent of a child new to the school asked to be involved. So I had to include them in my home visit list. My better readers had to be my tutors. I chose these tutors from the reading book that they were on in the 3rd week of term (ie before testing.) Subsequently at pre-test, average tutor reading age proved to be about 20 months ahead of the averages for the other 3 groups, which were all very similar. For the tutee and control groups I chose at random - with the exception of one child who was a 4th year pupil.

Letters were sent out to all the Parent Tutoring group, and also to parents of tutors and tutees asking permission for their children to take part. One child's mum asked if he could be transferred to home tutoring from being a peer tutee. As one of the parent tutors had not replied, we agreed to a swap. Only one mother came and questioned her child's being a tutor. When I explained her child would work with one of the poorer readers, (with whom I knew he could cope), and that it would give him more confidence, she too agreed.

So, the first week in October, we began.

### Organisation of Peer Tutoring

I paired tutor with tutee and no-one objected to their partner! To begin with we used 3 lunchtime sessions, and 2 sessions at the end of lessons. But lunchtime became an excuse to stay in for the whole of the lunch hour, so we changed times after 2 weeks and P.R. was done during registration. This worked much better. Partners waited impatiently for their reading partner to arrive. Those arriving late were told "come on, it's paired reading!"

I tried to hear the control group read during this time, so that they didn't feel too left out. Everyone in the class was given the same use of the special collection of library books, which could be changed every day.

## Children's Response to Peer Tutoring

The tutors really enjoyed the reading diary cards, and made interesting written comments:-

from Emma L. : 'She as dun very good.'

from Richard : 'Good boy - we are likeing it'
'verey verey verey good'.

from Kerry : 'Sonia read mest of the book herself'.
'Sonia was better than ever'.

from Matthew : 'I need to slow down'
'gigaling today! He spoilt it!'

The response of the tutees was encouraging. Kevin and Damian sometimes began by moaning 'Oh! not today, Miss' - but always enjoyed it once they had started. We didn't have the ideal from these two, i.e. children asking to read,but they were getting enjoyment from it. Andrew really loved having someone to read to. He and Richard would read for as long as I would let them. No tutee felt exposed as a non-reader, and they were all glad of the opportunity of someone to read to. All the class developed much more caring relationships with one another and were upset when their tutor or tutee was away. There was great pleasure in walking round and seeing them enjoying the books together.

## Test Results

Outside help was again available for the mammoth task of testing all 31 children. The Neale Test was again used for its virtue in yielding indications of reading accuracy and comprehension. Owing to doubts about the cross-reliability of different forms of the Neale Test it was decided to use form A for both pre- and post-test. Given this, together with an inter-test period of only eight weeks, and the fact that familiarity with the test and the external tester would be greater at post-test, substantial practice effects on the test were anticipated. The inclusion of a non-treated group was thus essential to enable valid interpretation of the results. However, the non-intervened group could hardly be claimed to be a true "control" group, since during the experimental period they experienced a higher frequency than usual of reading to the class teacher, unlimited access to a special collection of highly motivating new books, and the daily modelling of positive reading behaviour by the peer tutors and tutees. Thus considerable "contamination" of the "control" group may have occurred, and they could be regarded as a fourth "treatment" group. A further complication is the non-random allocation to two of the treatment conditions. The tutors were virtually self-selecting of necessity, and four of the seven parent-tutored children were selected for this treatment by their parents, which could tend to inflate the results for this latter group.

Figure 2 Test Results from the Comparative Project

| Group | Gain in Reading Accuracy (months) | | | Gain in Reading Comprehension (months) | | |
|---|---|---|---|---|---|---|
| | Average | Standard Deviation | Ratio Gain * | Average | Standard Deviation | Ratio Gain* |
| PARENT TUTORED (n = 7) | 9.7 | 6.4 | 5.3 | 12.3 | 9.6 | 6.7 |
| PEER TUTEES (n = 6) | 10.5 | 4.1 | 5.7 | 9.8 | 7.1 | 5.3 |
| PEER TUTORS (n = 8) | 14.5 | 6.2 | 7.9 | 13.0 | 8.9 | 7.0 |
| "CONTROL" GROUP (n = 9) | 5.8 | 3.8 | 3.1 | 9.1 | 7.1 | 4.9 |

*Ratio Gain = Ratio of Reading Age gain to time passed.

In Reading Accuracy, the peer tutors clearly made the most substantial gains, with the peer tutees and parent tutored children doing equally well, while the "control" group lagged well behind. In Reading Comprehension, the peer tutors and parent tutored children made equally substantial gains, while the peer tutees did not do quite so well, improving little more than the "control" group. In both Reading Accuracy and Comprehension, the "control" group showed gains well above "normal", owing to practice effects or contamination or both. Inter-child variability was greater for all groups on Neale Comprehension than for Accuracy, and the gain of the "control" group markedly greater on Comprehension than Accuracy.

Many speculations could be put forward to explain this pattern of results, but with samples of this size few firm conclusions can be drawn. What is clear is that peer tutored Paired Reading is a viable alternative to parent tutoring, with similar impact on tutee Reading Accuracy though less on Comprehension, while the benefit accruing to the peer tutors is of such a large order that any fears teachers might have about "using" pupils in such a way must surely be dispelled. This latter finding is in line with results from other peer tutoring studies, including those using the Paired Reading technique (see Free et al., Cawood & Lee and Gale & Kendall in the 1985 Paired Reading Bulletin and Harris et al. and Low & Crombie in the 1986 Paired Reading Bulletin), other reading techniques (Wheldall and Mettem, 1985), and other techniques in other curriculum areas (Allen, 1976; Sharpley & Sharpley, 1981).

## Concluding Comments

Whilst I still believe that parental home help is the best P.R. method, because of its beneficial side-effects on relationships and behaviour, nevertheless the improvement made by the tutors and tutees in the peer project is very encouraging. To follow on from the comparative study, peer tuition using Paired Reading is being introduced for all the class.

The Ginn 360 Reading Scheme is still in use, as this has worksheets for Comprehension, Cloze procedure, crosswords etc, and gives a good idea of what reading level each child is at without testing. When a child reads to the teacher in the classroom, we read the P.R. way, and any words the child cannot read unaided are put onto flash cards for that child. Phonics are also taught, and we follow the "Attack" course, plus supplementary sheets from all sources if a child has any particular difficulty.

When describing experiences during the comparative study to a group of interested teachers, the question was posed: "If the children can act as tutors, why are we employed to teach them to read?" Someone from the floor replied - before I could - "We've taught the tutors!"

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The Paired Reading Bulletins and the Paired Reading Training Pack are available from The Paired Reading Project, Kirklees Psychological Service, Oldgate House, 2 Oldgate, Huddersfield HD1 6QW, tel 0484 37399 ext 291.

# Direct Instruction, Precision Teaching and Shared Reading in a school for children with learning difficulties

Pauline Holdsworth, Deputy Head Teacher, Mowbray School

## The School

Mowbray school was opened in 1981 and was designed to accommodate children aged 2-16 with a wide range of special educational needs. The school is situated in the market town of Bedale and serves a large, mainly rural area of North Yorkshire. The widely dispersed catchment area obviously imposes practical constraints on parental involvement schemes.

## Development of a Working Partnership

The staff of the school were convinced that parents had an important role to play in the education of their children. Attention has therefore focussed on how best parents and teachers can work together for the benefit of the children.

When the decision was taken to use the Direct Instruction programmes for the teaching of reading it was considered essential to offer parents the opportunity of special training so that they may be in a stronger position to support and supplement the work of the school. In order to provide the necessary training a series of workshops are organised throughout the school year.

The workshops cover aspects of the various Direct Instruction reading programmes used in the school, precision teaching and Shared Reading. Pamphlets are prepared for use in the various workshops and for parents to consult at home if necessary. The frequency, timing and content of the workshops obviously vary according to the needs of the parents and children, but essentially the basic pattern is the same throughout the school. The workshops are viewed as important and enjoyable encounters!

### 1. Direct Instruction Workshops

In these workshops parents are taught the sound/symbol associations, blending and correction procedures involved in the particular programme

their child is following. The importance of giving the child ample praise and encouragement is emphasized so that the parent/child sessions are stress-free and rewarding.

After these workshops parents are able to give their children valuable help and practice working from the 'Take-homes' or reading books.

2. Precision Teaching Workshops

Precision teaching is used alongside the Direct Instruction programmes to help the children develop fluency in reading.

Parents are introduced to a method of timing and recording their children's reading by role-play.

Following these workshops, parents are asked to check their children's progress daily on probes, which are selections prepared from their reading programme. The children's achievements are then entered on a ratio graph. Children, parents and teachers are therefore all able to monitor the child's progress. Encouragement is given by parents, teachers and peers as probe sheets are successfully completed and returned to school.

3. Shared Reading Workshops

Parents are introduced to Shared Reading, a modified form of the Paired Reading technique developed in Cleveland County (Greening & Spenceley 1984). The school has made its own video using staff and pupils to illustrate the method. Shared Reading consists of the parent and child reading together simultaneously from a book of the child's own choice. A special area of the library has been devoted to a collection of books found especially suitable for this purpose, although children are free to choose other books in the library or at home.

Each project runs for between six to eight weeks and requires the parent and child to read together for at least ten minutes per night for six nights per week. Parents are also asked to keep a record of the books read, time spent and to make any comments they feel necessary. The record sheets are checked weekly by the class teacher who will respond positively to comments made and where applicable offer help.

Shared Reading has been introduced to engender a greater interest in books as well as to help improve children's reading ability. The result of several small projects involving children with language difficulties, with specific reading difficulty and children with moderate learning difficulties, from the Reception class to the Leavers' group, have been very encouraging. Parents and children have all reported that they enjoy reading together. The children have read an incredible number of books and their enthusiastic recommendation of books to each other (and the staff) certainly make the projects worthwhile organising.

At the end of each project a letter is sent home to thank parents for their support and to invite comments. The latter have been very favourable and it is especially pleasing that so many parents have stated their intention to continue using the method. The children are presented with a special certificate in the school assembly.

These three different parental involvement schemes have been found to work very successfully and to complement the work of the school in developing the children's reading accuracy, fluency, comprehension and interest in books.

A more detailed account of parental involvement with children with specific reading difficulty has been described elsewhere (Holdsworth 1985).

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# A Study of the Longer Term Effects of Paired Reading

Andy Lee

PR must be one of the most thoroughly evaluated new methods of helping learner readers, yet two key questions remain about its success:

Are the gains readers make sustained once PR ends?
What exactly does PR do for a reader?

This study attempts to answer those two questions.

Some of the work on which the present study is based was discussed in an earlier article in PR Bulletin No1, 1985, and readers are directed there for a fuller account of the actual project. My main concern here is with evaluation and methods of assessment used.

The original project involved 22 cross-age tutor pairs in an 11-18 high school. The learners came from the first two years of the school, the tutors from the sixth-form. The project ran for 12 weeks. The pairs met 3 or 4 times a week for sessions lasting up to thirty minutes. Inevitably as with studies of this nature, not all of the learners from the project were available for inclusion in the follow-up stage 12 months later, but 13 of the original 22 were and the information provided from them was felt to be representative of the success of the project.

Two methods of assessment were used to evaluate the success of the project. Our usual screening test, the Daniels and Diack test 12, was one. This was given to a large number of learners when they entered the school, some of which were selected for PR. Those who were not selected formed a group with whose progress that of the project readers could be compared. This comparative group would form a real yardstick by which to measure progress.

The other method of assessment that was used was a variation on Miscue Analysis (1). This is perhaps one of the most useful and insightful ways of assessing reading, but in order to be able to assess the progress that the learners were making, it was decided that the errors made would be quantified according to a model of fluent reading. This model held that fluent readers:

Always produce some errors
Read most words of a text accurately
Produce errors within the context of the text
Correct a proportion of their errors themselves
Read with speed sufficient to retain comprehension

As a reader gains greater fluency, accuracy does improve, the proportion of words not known in a text from their usual reading diet should normally decline, and thus we expected a reduction in the total number of errors made and in the proportion of errors that were words that the readers did not know.

Fluent reading is a skillful interplay of use of context, the reader's experience, general and specific expectations of the text, and of visual information. When a reader produces an error, if it conforms to the general expectations of the text then it is usually uncorrected, if it does not then the reader will correct the error, illustrating the reader's use of visual and non-visual information. This happens all the time during fluent reading and it shows that the reader has learned to use visual and contextual information to reconstruct the text for themselves. The occasions where a reader makes an error and then self-corrects show that the reader is involved in a process much more complex than a simple response to print

which demands constant checking of their responses with the text. Thus we expected the proportion of errors that were either self-corrected or contextual in origin to increase as the readers gained in fluency.

Reading rate was included in the assessment, not because we wished to produce a breed of super fast readers but because it is yet another important factor in fluency. The visual information gathered by the brain can only be stored for so long - too long and it is lost and the reader is less able to process information effectively (2).

```
Try-------------------------------------------------------------reading
any-------------------------------------------------------------text
one-------------------------------------------------------------word
at--------------------------------------------------------------a
time------------------------------------------------------------and
see-------------------------------------------------------------what
---------------------------------happens---------------------------------
```

We were looking for an increase in reading rate indicating that the readers were able to process the information from the text more efficiently.

Our approach was to record the learners' reading before, immediately after, and one year after the project, and then to categorise the errors that were made according to our model and to note any changes in distribution that occurred over that time. The texts that were used were drawn from those usually available to the learners. Two 200 word samples were chosen, taking into account relevance and interest factors. The approximate readability levels were calculated using the NARE A-Z list and by the use of the Fry Graph (3). The learners were asked to read the text aloud and they were recorded. The texts were approximately at readability levels 7 and 8 years respectively.

The aim of this approach was not to record individual errors and diagnose the cause of each, as is usually the case, but to categorise them according to our model of fluent reading, to see how the learners were progressing towards the model. The overall number of errors produced was not as important as the pattern which they exhibited. We expected that the errors produced by a non-fluent reader would be mostly refusals, the rate of self correction would be low, the learners' use of context in producing errors would be low and their rate of reading would be slow. This was borne out in assessment. It is known that readers will produce errors no matter what they are reading. The categories were chosen to highlight the movement towards fluency that they were making. They were based upon research into the nature of the reading process (4).

Originally the learners' errors were scored into three categories, Total Errors, Refusals and Self corrected errors. When the fourth, errors of Contextual origin, was added, it was felt that the whole assessment should be carried out again rather than simply scoring this category singly on the recordings we had already scored. This also gave an element of greater continuity in approach. Furthermore, the separate texts were scored separately in this study to give a clearer picture of how each learner performed on each text, as well as a general picture of their performance at different times. For the third assessment the easier text (which was no longer suitable as it was too easy) was dropped, to be replaced by a harder text from the learners' normal English syllabus, which was calculated to have a readability level of around 10 years.

Thus the learners were recorded reading and the errors they produced were scored in the following categories:

1 Total errors produced
2 Refusals - words that had to be supplied by the teacher
3 Self-corrected errors
4 Contextually originated errors

The learners' reading rate in (other ) words per minute was also calculated.

The usual emphasis in assessment methods is upon accuracy in reading a text and the comparison of the learner's result with known results from a large population. No text that I know of does not penalise a reader for making the sort of errors that they would usually make during reading. Our method put the emphasis upon the skills that were exhibited by the reader during normal reading.

Reading

The results of the reading tests (see Appendix 2) showed that in comparison to the non PR group the PR group made much greater gains over the period of the project and continued to make greater gains than the comparison group through to 12 months follow-up. Over the tutoring period of the project, the average increase of the PR readers' scores was 1.9 times higher than the comparison group. In the period after the project they continued to improve their scores more than the comparison group, this time by a ratio of 0.6. Few learners in the PR group made little or no change to their scores during the year after the project, and this in itself can be seen as an indication that the effects of PR were durable. Many of the learners by the end of the study were obtaining scores on the test that were comparable to the comparison group. None of the PR group ended up with scores that were significantly lower than at the end of the project and some of them made substantial gains.

Each learner's six recordings were scored on a single sheet. The results were transferred to a table in order to calculate the changes in distribution of errors. The table (Appendix 1) looks bewildering at first, but the important thing to remember is that the total number of errors should decline, as should the number of refusals, while the proportion of errors self corrected and contextual in origin and the reading rate should all increase as the learners become more fluent. On the table a desired (predicted) change in pattern is denoted "+", an undesired change "-", and no change "=". Most of the learners produced appropriate changes in distribution, and the results of the error analysis can be summarised as follows:

On average since the beginning of the project:

The total number of errors produced had dropped by 41%
The proportion of errors self-corrected increased by 135%
The proportion of errors that were judged to originate from the context of the text increased by 100%

The changes in error pattern were sustained a year after the initial project. When the learners were presented with a more difficult text (text C on the table) only one (D.W.), who stuck doggedly to phonics, failed to approach the text with the flexibility and skill of a fluent reader. The only results that were consistently unchanged were those of readers who produced around 5% total errors, indicating that below this level changes in error pattern will not be reliable indicators of progress or otherwise.

## Conclusion

This study indicates that the effects of PR are significant in the short term and sustained in the long. The progress of the learners as measured by the reading tests indicates that the PR readers made greater gains than the comparison group over the period of the project, and continued to do so once the support of PR was withdrawn. None of the PR learners regressed in terms of their test scores. (There was only one whose scores were near level throughout, and her progress is better described by the error analysis). These results in themselves begin to answer the question of PR's durability, and the error analysis confirms this and begins to shed some light upon the question of what PR does for a reader.

The learners all gained in some aspect of fluency. Increases of reading rate indicating more efficient processing were encountered rising from 20 to 60 words per minute, and such gains would be hard for a learner to lose subsequently. Most of the learners knew more words in the texts used after PR - yet their gains were not simply quantitative. Self-correction rates increased as did the instances that indicated use of context. Self-correction of errors requires a high degree of skill and awareness and this too would be difficult for a learner to lose, as would the way in which the learners were better able to use context. I would argue that once these have been achieved by a reader, the reader is in a position to become self-sufficient in future reading development.

The type of assessment that was used has many advantages. It highlighted the gains that were made by the learners. In a conventional reading test the emphasis is necessarily upon accuracy in response, whether it is in word recognition or sentence completion. With the approach we used, we were able to measure, with a fair degree of sophistication, real gains that were being made in relation to the performance of the individual, as well as providing information to establish local norms. The use of readability formulae gives an element of control (though they should not be trusted implicitly). Texts used can be drawn directly from the learners' curriculum or reading diet and the assessment can be carried out in normal situations where real reading demands are present. The scoring of 200 word passages, as opposed to transcribing and analysing individual errors, is well within normal marking times and much quicker than tests like the Neale. The use of a spreadsheet program on the school's micro would enable all the figures for this paper to be processed in about an hour. The assessment can be used in conjunction with a short checklist (See Appendix 3) to add comments about the learners' progress and to note down observations. Recurrent use of the approach sensitises the teacher to the skills that their learners are using in their everyday activities.

The outcome of this work goes some way to answering the questions about PR. It does work and its effects with these learners has been sustained. The measurement of the progress the learners made towards fluency gives a clear indication of the gains made in a way that a reading test could never give. The approach has many advantages over conventional methods of assessment and deserves further development and wider application.

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APPENDIX 1 Results of error analysis of reading..

| | % Errors as a % of whole text | | | | | | | % Refusals as % of total errs. | | | | | | | % Errs. self corrected as % of total errs. | | | | | | | % Errs contextual in origin as % of total errs. | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % TEXT | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | % A1 | A2 | +/- | B1 | B2 | B3 | +/- C | % | A1 | A2 | +/- | B1 | B2 | B3 | C | % | A1 | A2 | +/- | B1 | B2 | B3 | C | % | A1 | A2 | +/- | B1 | B2 | B3 | +/- C | % |
| J,S, | % 7, | 3,5 | + | 4,5 | 6,5 | 3,5 | + 7, | % | 21, | 28, | - | 33, | 15, | 42, | - 21, | % | 0 | 28, | + | 22, | 15, | 28, | + 7, | % | 42, | 28, | - | 44, | 69, | 71, | + 35 | % |
| M,F, | % 7,5 | 7, | + | 11, | 7, | 3, | + 6, | % | 80, | 27, | + | 50, | 14, | 0 | + 61, | % | 0 | 21, | + | 13, | 21, | 33, | + 7,6 | % | 20, | 50, | + | 18, | 28, | 60, | + 30 | % |
| J,F, | %18, | 4,5 | + | 9, | 5,5 | 3, | + 7,5 | % | 43, | 33, | + | 50, | 36, | 0 | + 33, | % | 6,2 | 44, | + | 11, | 27, | 50, | +33, | % | 25, | 33, | + | 22, | 36, | 100, | + 46 | % |
| R,B, | % 7,5 | 6,5 | + | 8,5 | 4, | 3,5 | + 3,7 | % | 26, | 7,6 | + | 23,5 | 25, | 0 | + 26, | % | 13,3 | 23, | + | 5,8 | 0, | 14, | +33, | % | 46, | 30, | - | 17, | 37, | 57, | + 66 | % |
| A,W, | %12,5 | 5,5 | + | 10, | 7, | 5, | +17,5 | % | 36, | 27, | + | 40, | 28, | 0 | + 22, | % | 20, | 9, | - | 25, | 50, | 55, | +34, | % | 16, | 54, | + | 5, | 42, | 22, | + 14 | % |
| G,S, | % 9,5 | 3,5 | + | 8, | 5,5 | 1,5 | +15, | % | 31, | 14, | + | 25, | 18, | 0 | + 10, | % | 15, | 0, | - | 6, | 45, | 46, | +16, | % | 21, | 42, | + | 18, | 54, | 46, | + 33 | % |
| D,W, | %15, | 10, | + | 17,5 | 8, | 12, | +22, | % | 43, | 23, | + | 37, | 5, | 4, | + 36, | % | 20, | 47, | + | 14, | 52, | 88, | + 7, | % | 10, | 23, | + | 20, | 17, | 64, | + 18 | % |
| G,T, | % 4,5 | 5,5 | - | 5,5 | 2, | 3, | +12,5 | % | 0 | 18 | - | 18, | 25, | 0 | + 16, | % | 33, | 9, | - | 45, | 50, | 66, | + 4, | % | 66, | 27, | - | 45, | 50, | 16, | - 32 | % |
| C,J, | % 2,5 | 1, | + | 5,5 | 1,5 | 2,5 | = 3, | % | 20, | 0 | + | 40, | 0 | 20, | + 0 | % | 20, | 0 | - | 40, | 0, | 60, | +16, | % | 20, | 50, | + | 20, | 0, | 60, | + 33 | % |
| M,R, | %10, | 7,5 | + | 9,5 | 5,5 | 6, | +15, | % | 15, | 0 | + | 31, | 9, | 0 | + 13, | % | 25, | 0 | - | 15, | 43, | 33, | +16, | % | 10, | 40, | + | 42, | 27, | 41, | - 50 | % |
| C,A, | % 6, | 5,5 | + | 6,5 | 4,5 | 3,5 | + 6,5 | % | 8, | 0 | + | 0 | 22, | 0 | = 0 | % | 16, | 54, | + | 23, | 11, | 71, | +61, | % | 41, | 36, | + | 38, | 11, | 71, | + 61 | % |
| S,S, | % 5, | 5, | = | 10,5 | 6, | 2, | +15, | % | 10, | 0 | + | 14, | 25, | 0 | + 6, | % | 20, | 40, | + | 23, | 33, | 25, | +40, | % | 0 | 30, | + | 23, | 41, | 75, | + 20 | % |
| D,S, | % 2,5 | 2,5 | = | 5, | 4, | 3,5 | +25,5 | % | 20, | 0 | + | 0 | 12,5 | 14, | - 0, | % | 20, | 40, | + | 60, | 62, | 28, | -20, | % | 60, | 20, | - | 20, | 12,5 | 28, | + 80 | % |

| | % Reading rate in words per minute. Text | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | % A1 | A2 | | B1 | B2 | B3 | | C |
| J,S, | % 80 | 86 | + | 72 | 83 | 80 | + | 71 % |
| M,F, | % 47 | 40 | - | 38 | 40 | 72 | + | 50 % |
| J,F, | % 50 | 50 | = | 55 | 55 | 58 | + | 43 % |
| R,B, | % 58 | 61 | + | 58 | 66 | 100 | + | N/A % |
| A,W, | % 45 | 47 | + | 55 | 66 | 72 | + | 43 % |
| G,S, | % 47 | 62 | + | 50 | 57 | 66 | + | 47 % |
| D,W, | % 28 | 40 | + | 21 | 39 | 60 | + | 20 % |
| G,T, | % 76 | 80 | + | 62 | 90 | 90 | + | 80 % |
| C,J, | % 133 | 133 | + | 133 | 133 | 133 | = | 133 % |
| M,R, | % 60 | 76 | + | 55 | 80 | 95 | + | 57 % |
| C,A, | % 80 | 90 | + | 80 | 90 | 100 | + | 90 % |
| S,S, | % 80 | 95 | + | 80 | 85 | 100 | + | 80 % |
| D,S, | % 90 | 100 | + | 90 | 80 | 95 | + | 95 % |

Appendix 2

Results of D&D Test 12.

Comparative group.

| Name | Scores/Reading ages. Pre. | | Post. | | 1 Year Post. | |
|---|---|---|---|---|---|---|
| C.R. | 30 | 8.2 | 28 | 7.9 | 43 | 10.7 |
| M.E. | 40 | 9.7 | 41 | 10 | 45 | 11.6 |
| M.B. | 47 | 12.6 | 49 | 13.7 | 47 | 12.6 |
| D.C. | 40 | 9.7 | 42 | 10.3 | 46 | 12.1 |
| S.T. | 43 | 10.7 | 47 | 12.6 | 48 | 13.1 |
| M.W. | 38 | 9.3 | 40 | 9.7 | 48 | 13.1 |
| N.W. | 45 | 11.6 | 44 | 11.2 | 48 | 13.1 |
| J.H. | 41 | 10 | 40 | 9.7 | 44 | 11.2 |
| B.M. | 41 | 10 | 44 | 11.2 | 43 | 10.6 |
| K.T. | 49 | 13.7 | 46 | 12 | 47 | 12.6 |
| L.C. | 36 | 9 | 43 | 10.7 | 43 | 10.7 |
| H.F. | 45 | 11.6 | 40 | 9.7 | 43 | 10.7 |
| N.A. | 41 | 10 | N/A | N.A | 46 | 12.1 |
| M.H. | 46 | 12.1 | 45 | 11.6 | 49 | 13.7 |
| H.S. | 38 | 9.3 | 48 | 13.1 | 48 | 13.1 |
| N.H. | 45 | 11.6 | 44 | 11.2 | 48 | 13.1 |
| A.H. | 41 | 10 | 41 | 10 | 43 | 10.7 |
| C.G. | 45 | 11.6 | 44 | 11.2 | 48 | 13.1 |
| V.B. | 29 | 8.1 | 33 | 8.6 | 38 | 9.3 |
| J.W. | 32 | 8.4 | 45 | 11.6 | 45 | 11.6 |
| J.M. | 48 | 13.1 | 47 | 12.6 | 47 | 12.6 |
| J.S. | 38 | 9.3 | 40 | 9.7 | 42 | 10.3 |
| N.T. | 33 | 8.6 | 46 | 12.1 | 46 | 12.1 |
| C.T. | 39 | 9.3 | 44 | 11.2 | 47 | 12.6 |
| C.W. | 38 | 9.3 | 42 | 10.2 | 43 | 10.7 |
| C.F. | 44 | 11.2 | 45 | 11.6 | 46 | 12.1 |
| C.T. | 45 | 11.6 | 48 | 13.1 | 37 | 9.1 |
| L.P. | 35 | 8.8 | 35 | 11.6 | 37 | 9.1 |
| D.P. | 43 | 10.7 | N.A | N.A | 47 | 12.6 |
| P.R.G. | | | | | | |
| M.R. | 25 | 7.5 | 31 | 8.3 | 36 | 9 |
| C.A. | 27 | 7.8 | 46 | 12.1 | 46 | 12.1 |
| J.S. | 34 | 8.7 | 39 | 9.5 | 41 | 10.1 |
| G.S. | 25 | 7.6 | 29 | 8.1 | 36 | 9.0 |
| R.B. | 29 | 8.1 | 3.6 | 9.0 | 41 | 10.0 |
| S.S. | 29 | 8.1 | N.A. | N.A. | 36 | 9.0 |
| D.S. | 33 | 8.6 | 38 | 9.3 | 40 | 9.7 |
| J.F. | 31 | 8.3 | 38 | 9.3 | 32 | 8.4 |
| M.F. | 23 | 7.4 | 25 | 7.6 | 43 | 10.7 |
| S.L. | 28 | 7.9 | 38 | 9.3 | 36 | 9.0 |
| M.A. | 12 | 6.2 | 24 | 7.5 | 27 | 7.8 |
| C.J. | 31 | 8.3 | 39 | 9.5 | 39 | 9.5 |
| D.W. | 22 | 7.2 | 33 | 8.6 | 40 | 9.7 |

Average Scores/Reading Ages

| | | |
|---|---|---|
| **Comparison Group** | | |
| Pre. | 40.6 | 10.3 |
| Post. | 43.0 | 11.0 |
| 1Year Post | 44.0 | 11.2 |
| **P.R.G.** | | |
| Pre. | 26.0 | 7.8 |
| Post. | 34.0 | 9.0 |
| 1Year Post | 37.9 | 9.5 |
| **Av Gains of Comparison group** | | |
| Pre/Post | 2.4 | 0.7 |
| Post/1Year | 1.0 | 0.2 |
| Overall | 3.4 | 0.9 |
| **Av Gains of P.R.G.** | | |
| Pre/Post | 4.0 | 1.2 |
| Post/1Year | 3.9 | 0.5 |
| Overall | 11.9 | 1.7 |

**APPENDIX 3**

ASSESSMENT OF READING

NAME _____

Details of text

FORM _____

DATE _____

Physical factors

Length of sample

_____

Time _____

WPM _____

| | Errors | Refusals | Self corrections | In context |
|---|---|---|---|---|
| | | | | |
| TOTALS | | | | |
| % | | % ERRORS | | |

Punctuation

Intonation

Reading ahead

Sounding - out

Do errors show use of context?

Do errors show grasp of cohesion -

within lines?

between lines?

between paras?

Back-tracking

Do errors indicate comprehension?

Other

Comments and recommendations



Signed _____ Date _____

## PAIRED READING FOR ADULTS WITH LITERACY PROBLEMS

The Adult Literacy Movement began a phase of major growth 10 years ago, with the allocation in 1974 of one million pounds from Central Government funds. The Adult Literacy Resource Agency (A.L.R.A.) was created, and a series of television programmes broadcast from October 1975 onwards marked the start of a major development. In 1973 only about 5,000 adults were receiving help with reading and writing in England and Wales. By 1980, the number of students in tuition had risen to 85,000. Today, the number is much greater.

Initially provision was made by Adult Education evening classes of standard format. In time, with increasing unemployment, day-time provision began to emerge and was subsequently complemented by short integrated courses and summer schools. The increasingly popular drop-in education "shop" or centre provided another link for the community. Distance learning through correspondence, audio-visual materials and telephone contact is now available in some areas, and new technology is beginning to be used for computer-assisted learning.

A major component of Adult Literacy work has always been the deployment of volunteer tutors. Prior to 1975, a few voluntary literacy schemes operated, and heralded the increasingly significant role of volunteers. Local Authorities increasingly began to recruit, train and utilise volunteers, a large majority being used to tutor students on a 1:1 basis in the home. Very large numbers of volunteers have come forward. In the first three years well over 75,000 volunteers were trained, and in 1984 11,000 <u>new</u> volunteers were trained. The vast majority of students receiving 1:1 tuition in the home are still serviced by volunteer tutors. The volunteer tutors have become active in numeracy tuition also.

The Adult Literacy movement has subsequently spread its wings to work with increasingly varied client groups. The Adult Literacy and Basic Skills Unit (A.L.B.S.U) has promoted work with adults with cerebral palsy, speech difficulties and stroke-related handicaps. The literacy needs of mentally handicapped adults have been addressed. Increasingly, recruitment techniques have developed to make contact with groups who are otherwise hard to reach. The prime example here is the use of mother tongue posters and leaflets to assist in the recruitment of second language students with literacy needs.

In the early days, a chronic lack of teaching resources inhibited the work. In-service training schemes for tutors were very scarce, and good reading material for adults with reading difficulties was in desperately short supply. Fortunately, this situation has now been substantially improved, not least by ex-students gaining confidence in their new found skills and themselves generating their own materials. Nevertheless, material is still sparse, especially at the most basic levels. Experimentation with the supporting of texts by audio-cassettes is continuing. Perhaps the most under-resourced area remains that of up-to-date non-fiction material.

Pilot Project at DABTAC

A number of organisations and institutions working with adults with literacy problems have expressed an interest in Paired Reading, but no substantial study of its effectiveness with the adult population is yet known to this author. However, given that Paired Reading allows the student access to a much wider range of reading material than other approaches, the technique has at least the crucial advantage of being much less dependent on scarce resources at a basic level. Intuitively, the confidence-building aspect of the technique would also seem to offer great potential with an adult population, where in many cases the emotional problems of reading failure far outweigh any perceptual difficulties.

A pilot project was set up in the Basic Skills Department of a Technical College, involving 5 students from the department and 5 tutors who were 'O' or 'A' level students aged 18-20 years from elsewhere in the college. The tutees were aged between 18 and 45 years. It was hoped that the Pairs would meet for 3-4 sessions weekly in the college, over an initial period of 7 weeks. A training meeting was arranged for the tutors and tutees. A brief talk on the technique was accompanied by the provision of an explanatory leaflet designed for the peer tutor situation, and followed up by a live demonstration utilising role play between professional staff. The tutors and tutees then engaged in supervised practice with pre-chosen books, while the professional staff gave further individual tuition. The Pairs were encouraged to use self-recording diary sheets, which were to be returned to the project co-ordinator in the Basic Skills department.

Various organisational problems were anticipated. The students in the Basic Skills department might be in the college for anything between one and twenty-one hours per week, and thus access to them was highly variable. Additionally, the students had to be available to take employment at any time to qualify for welfare benefits, and thus it was possible for tutees to be 'lost' without notice. Furthermore, the tutors were likely to become less available as their own examination time neared. However, no problems were found with recruiting adequate numbers of volunteers - in fact the numbers originally volunteering exceeded the numbers required. Access to books of partially controlled readability was facilitated by the college library system which discreetly identified 'easy reading' books.

Needless to say, the problems actually encountered were not those which were anticipated. The time required by the project co-ordinator to keep track of the project proved to be substantial and she rapidly found herself over-committed in other directions. This situation was made worse by the effects of the teachers' industrial action, and a fire in the college. The arrangements for two of the Pairs suffered a hiatus owing to illness, one in a tutor and one in a tutee. Two of the tutees subsequently left the college. One Pair encountered social difficulties, and seemed unable to relate satisfactorily - this situation ended with tutor and tutee avoiding each other. Another tutee appeared to be on the verge of a psychiatric breakdown. It did not prove easy to ensure that all Pairs were consistently using a "pure form" of the technique. In one particular case, there was doubt about the relevance of the technique to a situation where the tutee's reading accuracy was perfectly good, but reading comprehension still remained surprisingly poor.

In retrospect, it was felt that on another occasion it might prove organisationally simpler for the peer tutor system to operate within the Basic Skills department, with more able students tutoring less able students. This would enable to project co-ordinator to keep much closer in touch with the Pairs. It might even prove possible for the Paired Reading to occur via time-tabled meetings in the "Headquarters" room in the department. Another possible initiative might be the incorporation of tuition in Paired Reading in a course designed for volunteer tutors, which was to be developed within the college.

It is significant that the majority of problems encountered related to organisational factors, rather than raising questions about the relevance of the Paired Reading technique to this population.

Future Developments

It seems clear that the organisational problems of delivering Paired Reading to adult students with reading difficulties are likely to prove the major stumbling block to developing and evaluating effectiveness of the technique with this population.

It may be that the stages of Paired Reading beyond the first two (Reading Together and Reading Alone) will be less appropriate for an adult population than might be the case with children. Considering the complete current range of techniques for para-professional involvement in reading teaching, there is considerable intuitive appeal in following the first two stages of Paired Reading with subsequent training in the Pause, Prompt, and Praise technique, with adults with literacy problems. The P.P.P. technique gives the 'tutor' the skills to provide discriminatory prompts of a semantic, visual or contextual nature. Neither technique may necessarily help students who read accurately but with limited understanding, unless additional techniques are also brought to bear. Nevertheless, at this experimental stage of development, the Paired Reading technique seems a very good place to start.

LOCATION

Adult Education evening classes have long been the main focus for reading-related activities for adults with literacy problems, and there seems little reason why this should change with the introduction of a new technique. However, the introduction of this informal procedure will make possible the increasing informalisation of such 'classes', and perhaps make them more like a Reading Club. Other existing locations, such as college courses in basic skills, Language Link Centres and Adult Literacy Centres provide a ready-made infrastructure. Other venues could include Adult Training Centres, Stroke Clubs, Speech Therapy Clinics, Probation Offices, unemployed workers' centres and so forth. However, the primary use of the Paired Reading technique should certainly initially be in the home of the student. Using this technique with a strong initial orientation to the home of the student may bring into the Literacy network many potential students who are now lost to it. Traditionally, home tuition has been seen as a first step

to bringing students into classes. Certainly there is often a need to widen the social and educational contacts of students, but for many this step has proved too large. It is therefore suggested that a tutor working with a student at home might work towards using the P.R. technique with the student in a corner of the local Public Library, which might be extended to a 'Reading Club' arrangement between two or more tutors, which could extend in the fullness of time to a Reading Club facility based in existing Adult Education premises, as a precursor to enrolment in a more formal type of 'class'.

TUTOR RECRUITMENT

Three main sources for the recruitment of tutors present themselves. Using the P.R. technique, tutors who themselves have a much lower level of literacy skill can be successfully deployed. Volunteers are likely to provide a major source of tuition. However, these should be from within the community context of the student so far as possible. It would be advantageous if the volunteers could include adults who had themselves overcome literacy difficulties, especially if they were successful graduates of a literacy programme. Pure altruism eventually wears thin, especially with a student who does not achieve easy success, and it is necessary for the tuition contact to meet some of the social and emotional needs of the volunteer as well as those of the tutee. With this in mind, the recruitment of elderly tutors might be particularly advantageous, since the effective training in the P.R. technique could still be undertaken. Were funding available, some slight monetary inducement to the volunteers, perhaps paid in the form of 'expenses', might improve the consistency of their attendance.

Bearing in mind the need to operationalise tuition within the community context of the student, efforts should be made to recruit spouses, nearby relatives, the children, and neighbours to act as tutors. Given the positive nature of the P.R. technique it is not impossible for some spouses to act as effective tutors, but (as with driving) this may prove disastrous in some cases. The establishment of trained tutors within this close-knit context is likely to be particularly successful in neighbourhoods where there is already a strong sense of community. This could be particularly successful in the Asian community.

Finally, where a programme of this nature is operating within an institution such as a college, it should prove possible to establish

a system whereby volunteers act as peer tutors, either from within the same Basic Skills course, or from elsewhere in the college. It would not be impossible to bring neighbourhood volunteers into the college for time-tabled work with students, but this would run the risk of suffering the disadvantages of both worlds.

TRAINING

The training format for a Paired Reading Project is now well established, operating by verbal and written instruction, demonstration, guided practice, feedback and reinforcement. No video training materials for adults exist as yet, but in any event may not be appropriate. It seems likely that the modelling aspect of training would be best conducted by live demonstration, using role-play between professionals if necessary. For centre based training of volunteers, a group training format could be adopted. Training of members of the extended family in the community context would of course need individualised training in the relevant setting. Close professional supervision would be essential to ensure that the skills a volunteer tutor could demonstrate in a centre-based training session did actually generalise to the tutee's home. The training of the tutees would be even more critical. Where tutees and tutors are expected to practise immediately post-training in a group setting, the size of the group, the venue and the social atmosphere and degree of privacy available should all be carefully considered.

CONTRACTING

Given the inherent difficulties of maintaining consistent tutor and tutee behaviour, it is obviously important that both parties are very clear about what they are letting themselves in for, to the extent that a specific initial time span should be fixed for their contact, together with minimum criteria for weekly contact. Paired Reading with other populations has proved effective only on the 'little and often' basis, usually requiring a minimum of five contacts per week, of a brief nature. To achieve this with a staff of volunteer tutors may well prove difficult, but nevertheless three contacts per week should be regarded as the absolute minimum to gain the impetus available from the technique. Project co-ordinators may well wish to consider using written contracting between tutor and tutee, which makes clear the specific performance criteria for both parties, and is signed and kept by both. A clear fixed-term arrangement is much more likely to succeed than some loose arrangement that meanders into infinity.

## MONITORING

Although 'distance learning' has been used in adult literacy programmes , it suffers from the grave disadvantage of minimal monitoring of student activity, and may be expected only to work with highly motivated students. The monitoring and follow-up aspect of a project is crucial, and the organisational infrastructure for this needs considering in detail.

Some form of pyramidal accountability structure is essential. Each tutor may work with one or more tutees. The tutors themselves need to be supervised on a regular basis. Where a project is on a large scale, a project co-ordinator may be required to monitor the work of the supervisors. This accountability structure is similar to that employed by the Portage system.

Methods of monitoring can be very various. A cost-effective minimal arrangement is some form of written self-recording. Tutees and/or tutors can keep a simple diary on card (or in a book) of books read, with evaluative comments on the books and positive reinforcing comments on the tutees' performance. These diaries could be scrutinised by supervisors at regular intervals. Self-recording by audio tape (or even video) could also be considered - the recording could be equally scrutinised by the supervisor on another occasion. For particular behaviours which need to be established within the Paired Reading format, for instance the frequent use of praise, some simple self-counting device such as a mechanical push-button counter could be used by tutor or tutee. Interviews could be carried out separately with tutors and tutees by the supervisor, either in a centre or the tutee's home. However, a home visit by the supervisor when both tutor and tutee are at work there would be valuable and less time-consuming. Group meetings with a number of tutors at a centre could serve to remotivate the workers and ensure regular revision of the 'purity' of their technique. Telephone contact by tutors and/or supervisors could well be useful, where possible. As tutees become more confident, it might be possible for tutors and tutees to meet in groups for supervisory purposes at a centre. This is where the 'Reading Club' could come into its own. Here tutors and tutees could practise under supervision. Tutors and tutees could help each other in a co-operative spirit, and advise about ways of circumventing common problems. It could prove possible to try out different tutor/tutee pairs. As confidence grows further, it might be possible to have different pairs taking it in turn to rate the quality of each other's technique, or perhaps even to submit to video recording for feedback purposes. The possibilities are endless.

## MAINTENANCE

The eventual aim of all education is to transfer growth and development naturalistically to the everyday environment. Where students have been started on the right road by volunteers, there is a need to ensure transfer of tutee skills not only to more formal classes but also to other environmental contexts. Here it will be particularly important that family, friends and neighbours are co-opted, to sustain the new reading interest and behaviour in the long term. Attendance at the Reading Club, even if initially establishable, will fade in the longer run. Students must be linked in to other supports in the community, and other 'tutors' in the natural environment briefed if not trained. A system linking students within localities to each other via some Literacy Network or Book Pal agency is likely to help.

## EVALUATION

As the use of the P.R. technique with the adult population is in its very early stages, it is essential that experimental projects are carefully evaluated. This is particularly problematic for this population, not least since published reading tests are of doubtful appropriateness. The content of many individual tests is babyish, and although group tests tend to have more grown-up content, they do not tap a form of reading which is akin to P.R. The large emotional inhibition factor in adult literacy problems may produce even more erratic swings on reading tests than we commonly find with children with reading difficulties. Certainly it is valuable to sample the opinions of tutors, tutees and supervisors in some systematic and structured way, but a tangible demonstration of improvements in reading skill is also essential. The most appropriate instrument may be some form of criterion referenced Informal Reading Inventory. At the start of a project, a student may be encouraged to choose a book on a topic of interest to them of any level of difficulty, read a page or two, and have error rate and speed measured. This exercise could be repeated with the same material at the end of a project. Clearly, the text would need to be difficult enough to allow a substantial degree of improvement to be demonstrable over the interim period.

## Conclusion

Given the mass of research evidence on the effectiveness of Paired Reading with young people aged 5 to 14 years with reading problems, the technique is almost certain to hold some promise for at least some adults with literacy problems. How to organise a project in the context of the adult community, and which adults will respond to the technique, and what modifications of the technique may be necessary, are questions which remain to be answered.

Keith Topping
11 October 1985

# A Study of Paired Reading and Individualised Reading with Poor Readers in Hong Kong*

Linda Burdett

## Background

In England, results of research into paired reading have been encouraging, with considerable reading gains reported over relatively short periods of time (Bush, 1983; Bushell, Robson and Miller, 1982; Jungnitz, Olive and Topping, 1983; Miller, Robson and Bushell, 1985; Topping and McKnight, 1984.) In addition, recent research which has involved parents listening to their children read has also been very promising (Dyson and Swinson, 1982; Hewison and Tizard, 1980; Jackson and Hannon, 1981; Tizard, Schofield and Hewison, 1982)

Although there has been much research into paired reading, some deficiencies need to be noted:

a) the absence in most studies of a second group receiving a different treatment with which to compare the effectiveness of paired reading, thereby controlling for the Hawthorne effect.

b) the comparison of the treatment with and without parent involvement intra-group.

c) a lack of follow-up post-tests to determine if reading gains made are retained over time.

## Objectives of the present study

i) to examine the paired reading approach alongside an individualised approach (using a pause, prompt and praise strategy), both using praise and encouragement, and to compare both approaches with a control group.

ii) to examine the effects of the two approaches, both with and without parental involvement.

iii) to determine whether boys and girls increase their reading ability at the same or differing rates.

## Definitions

There are variations in the definitions of the two reading approaches which were investigated. The definitions of paired and individualised reading used by the researcher are given below:

### Paired Reading

This method has two distinct modes:

i) Simultaneous reading

The child and helper read together, with the helper adjusting pace to that of the child. The child attempts every word. If the child makes a mistake, the helper remodels the word for the child to repeat. The child is praised frequently.

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ii) Independent Reading

When the child feels able to read any words alone, the child signals by touching or knocking for the helper to discontinue reading. The child is praised for wanting to read independently. When the child makes a mistake or is unable to read a word in the independent mode, the helper gives the correct word within four or five seconds. The word is then repeated by the child and both helper and child continue to read together, until the child again signals to read alone. Spontaneously corrected errors and other correct reading and effort is praised.

Individualised Reading

In this method, the child reads to the helper, attempting every word. In the event of a mistake or hesitation, the child is given approximately five seconds to self-correct. The unknown word is then supplied by the helper and repeated by the child, for which praise is given. Careful listening is encouraged, so that a judgement can be made with regard to non-essential mistakes. If the mistake conveys the same or similar meaning, the child is not interrupted, the error being pointed out later. On the other hand, if the mistake does not make sense, the child is interrupted and asked to think what the word is. Self correction is encouraged, as this has been shown to be a good predictor of reading progress (Clay, 1979). If the word causing difficulty is within the child's vocabulary, reading to the end of the sentence is encouraged before returning to the difficult word, since it may then be possible for the child to work out the word from contextual cues. If this fails, the correct word is supplied, and repeated by the child. The requirements for praise and encouragement are the same as for paired reading. Discussion of the story and pictures is encouraged in both approaches. Individual words are not analysed or sounded out.

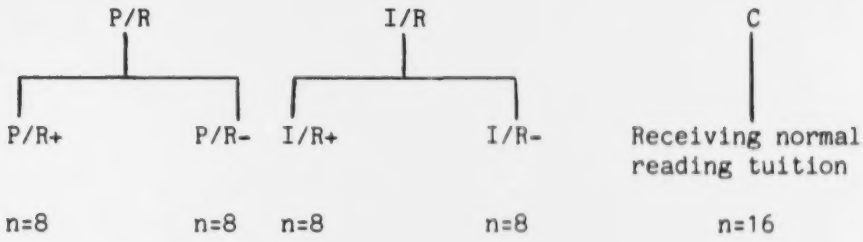
Selected Schools

Two primary schools were randomly selected from the Services Children's Education Authority (SCEA) in Hong Kong. The schools followed a curriculum which related closely to that in the majority of British primary schools. In May 1985, School A had 369 children on its roll, with School B having 173 children. Both schools carried an extensive range of reading materials, and had adopted the Individualised Reading classification devised by Moon (1984). They did not use any specific remedial reading scheme, since it was considered that adequate parallel reading materials were available for all children. Both schools based their approach on the individual child's language and interests.

Method

The criteria for the selection of pupils were that either they had reading ages one year or more below their chronological age (C/A), or had reading problems but of a lesser magnitude and could benefit from extra reading tuition. Twenty four children were selected from each school. At School A, the headmaster selected the children, from Junior (J)2 and J3, for the various groups. At School B, the children, from J1 to J4, were randomly assigned to one of three groups, these being the paired reading group (P/R), the individualised reading group (I/R) and the control group (C). The children in the paired and individualised reading groups were further divided into subgroups for parental involvement investigations. The following diagram describes the research design.

Figure 1: Diagram to Show the Research Design




Key:

P/R+: Paired reading with parental involvement
P/R-: Paired reading without parental involvement

I/R+: Individualised reading with parental involvement
I/R-: Individualised reading without parental involvement

C : Control

At the beginning of the project (March 1985) the C/A of the sample for School A ranged from 8.6 to 10.5 years and at School B from 7.6 to 11.4 years. Eighteen girls and thirty boys participated in the project. Forty eight percent of the sample were having extra remedial help at school, with approximately twice as many boys as girls being involved. All the children at School A were native English speakers. At School B, four children (8% of the total sample) used English as a second language, comprising one Chinese, two Nepalese and one Burmese. These were competent in English and, in fact, had higher pre-test scores than some of their peers. It was therefore considered that this second language factor would not influence the results. An unusual factor in this particular research was the high incidence of SCEA families being transferred from Hong Kong. (Families usually stay for between 18 months and two years.) Consequently, it had to be established that the selected children would be in Hong Kong for eight school weeks. This factor was checked before the initial selection.

Procedure

Initial contact was made through Hong Kong University, followed by the researcher visiting the schools to outline the research project. A further visit was made to discuss the project with the teachers concerned, at which a video was given for the teachers to view on paired reading (KMC 1984). Teachers were given guidelines for paired and individualised reading, together with reading record sheets. A letter was sent to the parents of children whom the school thought would benefit from the project. This outlined the programme and asked parents to give their permission for their child to participate. Two parents refused to give their permission. Parents were informed that not all children could be included in the research, and were subsequently told whether their child had been selected for the P/R or I/R with parental involvement.

Parents involved in paired reading were invited to a group meeting in school to discuss the project and to view the video. A home visit was then arranged to demonstrate paired reading with each child, which was immediately followed by the parent and child reading together. A similar visit was made to parents of individualised readers, at which the method was demonstrated.

The P/R+ and I/R+ parents were given a record book to complete daily for the duration of the project, together with guidelines.

The parent meetings were conducted in two distinct ways, in an attempt to prevent diffusion effects, since the majority of service families live in closed communities where news can travel very quickly, thereby causing "cross-talk". (One I/R- child was found later with a completed parents' record sheet.)

Test Measure

Time constraints dictated the use of a group test: the Wide-span Reading Test (Brimer, 1972), its comprehension and diagnostic features and availability being the ultimate choice factors. (It is acknowledged that both reading methods used are oral and individualised and a child's progress may not be totally reflected in a group test.) The test was administered for pre- and post-tests. Equivalent forms A and B were given randomly, children being pre-tested after group selection.

Raw scores were used to establish baselines and any changes in reading comprehension. Each child was therefore rated on his individual improvement with no allowance made for age or test occasion. Answers were categorised, according to the test manual, to determine error rate, using diagnostic indicators. Any change between the two tests was used as a basis for determining reading accuracy. A second post-test was conducted four weeks after the programme ended (see Post-Script).

Treatment

Treatment lasted for 8 school weeks. The children in the experimental groups received 3 x 5 minute individual reading periods with the researcher and, where possible, two individual sessions with their class teacher. In addition, pupils selected for parental involvement received further 5-10 minute sessions at home five times a week. The control group received its normal classroom reading tuition. The child's school reader was selected for book choice. If a child forgot his reader for home use, he was asked to select a book at home to read.

Results

Data was collected on 48 children with no attrition taking place between the pre- and post-test. No statistical differences were found between paired and individualised reading ($p<.03$, 2 sample t-test); Table 1 illustrates that P/R+ and I/R+ had almost identical mean raw scores. The major difference was found in the I/R- group which made the least gains in the experimental groups.

Table 1 (See overleaf)

Table 1: Summary of improvements in pre- and post-test raw scores using Wide-span reading test for both schools

| Group | Raw Scores of schools | | | Numbers | Mean Raw Sc | Std Dev |
|---|---|---|---|---|---|---|
| | A | B | A+B | | | |
| P/R+ | +33 | +37 | + 70 | 8 | 8.8 | 5.50 |
| P/R- | +28 | +31 | + 59 | 8 | 7.4 | 4.50 |
| P/R total | +61 | +68 | +129 | 16 | 8.1 | 4.91 |
| I/R+ | +41 | +28 | + 69 | 8 | 8.6 | 3.00 |
| I/R- | +20 | +15 | + 35 | 8 | 4.4 | 1.70 |
| I/R total | +61 | +43 | +104 | 16 | 6.5 | 3.20 |
| Control | - 8 | +32 | + 24 | 16 | 1.5 | 5.14 |

The treatment groups were compared to the control group using a one-way analysis of variance. The treatment groups' improvement was found to be highly significant ($p<.01$, $F=9.27$, $df.=2$) and treatment therefore far more effective than normal classroom tuition in reading.

Parental involvement was found to be highly significant on the results of the whole sample ($p<.01$, $F=10.89$). The effects of parental involvement on the paired readers was found to be insignificant using a 2 sample t-test ($p<.59$, $t=.55$, $df=13.5$), whereas in individualised reading, it was found to be highly significant ($p<.01$, $t=3.52$, $df=11.1$). A one-way analysis of variance was used to see if there was any difference between the sexes. It was concluded that paired reading was slightly more effective with boys ($p<.1$, $F=3.36$, $df=1$).

Error rate was used to determine reading accuracy based on the pre- and post-test diagnostic indicators.

Table 2: Summary of error rate for pre- and post-test diagnostic indicators for the groups using Wide-span reading test

| Error rate | Group | | | | | | |
|---|---|---|---|---|---|---|---|
| | P/R+ | P/R- | PT | I/R+ | I/R- | IT | C |
| Reduction | 31% | 19% | 25% | 16% | - | 9% | - |
| Increase | - | - | - | - | - | - | 6% |

PT: Paired reading total
IT: Individualised reading total

It can be seen from this table that the P/R+ made the most progress in reducing their error rate. It is noted that P/R- reduced their error rate more than the I/R+. The I/R- made no improvement, whilst the control group actually increased their error rate during the eight weeks' treatment period, though not to a significant extent.

## Discussion

The results indicated that both experimental methods used were equally effective over the treatment period. Reading comprehension gains were highly significant in both experimental groups when compared with the control group ($p < .01$). The P/R and I/R groups, respectively, made 5 and 4 times more progress than the control group.

Error rate, used as a measure of reading accuracy, improved more in paired readers, whose rate was reduced by 25% compared to 9% for individualised readers, whilst it increased by 6% for the control group within this sample. It would therefore appear that paired reading is more effective in error correction strategies than individualised reading. It was also noticed in the reading sessions that paired readers self-corrected more frequently.

The parental factor was difficult to analyse because both schools' reading policies encouraged all parents to hear their children read at home. No attempt was made to prevent this happening for the duration of the research. Therefore, the parental involvement factor understated to an unknown degree the home effects of the experimental variable. Many of the P/R- and I/R- children also read at home, as confirmed by their parent's signature on the record cards. From the results, it is evident that a guided approach to parental involvement is beneficial.

### Test Measure

Since the method of testing is fundamental to the research design, its choice is of paramount importance. The choice of test was difficult because many UK tests were unavailable and time constraints restricted their acquisition. The researcher did not want to invalidate the results nor the schools' procedures by repeating tests which either had been completed recently or were about to be used. (The Neale's Analysis of Reading Ability was one such test.)

### Child Questionnaire (CQ)

These were completed by all children in the treatment groups. Overall, the comments were very positive. The following chart summarises the results.

Figure 2: Information from CQ

CQ
- 63% preferred school readers
- 94% enjoyed reading more at the end of the project
- 81% felt their reading had improved
- 91% enjoyed being praised
- 66% were self-motivated
- 50% of fathers participated at some stage of the programme (an unusually high figure)

## Parent Structured Interviews

Positive feedback was obtained, with all parents feeling that their children had benefitted. They considered that their children had gained in confidence, enthusiasm and fluency, with less anxiety and frustration noted. Parents also indicated that the children anticipated and discussed the stories more; asked for the meaning of words more frequently; self-corrected more and phrased better. The children had also become more selective, with over half the parents saying their children were reading more widely. All agreed that the record books were useful in giving a sense of purpose, together with a good account of the amount of reading done. They unanimously approved of the specific instructions given.

## Teacher Questionnaire

Five of the seven teachers felt paired reading was appropriate to their class age range. (Two teachers, J2 and J3, thought it more appropriate for use with infants.) Some of the teachers felt the children were self-conscious "reading together" and suggested this could be remedied if paired reading commenced in the infant years. Everyone considered that paired reading had helped to build confidence in all areas associated with oral reading. Teachers made specific comments on 20 of the 32 children (63%), reporting observable improvements in a variety of school-related activities; the transfer of confidence into areas beyond reading was of particular significance.

## Conclusions

The sense of failure which is often associated with poor readers is reduced to an absolute minimum in both the paired and individualised reading approaches. The attendant tension, anxiety and frustration appeared to be minimised. This has been attributed to the removal of attention from errors and unknown words, which lessens the feeling of failure, and the knowledge that help will be given within 4/5 seconds if required.

Both systems are effective approaches, which help to improve the skills of children with reading difficulties. Paired reading is the more flexible system, as it allows a child to dictate the amount of reading assistance required. Confidence, self-esteem and enthusiasm, together with an improved attitude to reading, were noted in the children in the treatment groups. In addition, the children's confidence levels were boosted, but not only in reading; there was a transfer to other areas of the curriculum.

Both treatment groups made highly significant reading gains compared to the control group. No differences were found in comprehension gains between paired reading and individualised reading; both were equally effective. However, paired reading was more effective at reducing the error rate. Sex differences were minimal, but boys responded slightly more positively to paired reading.

Both techniques are easy to learn and can be used at home by parents to supplement a school's reading approach. This study has added further support to the reported advantage of parental help in reading with children. Moreover, it is very evident that the majority of parents are only too willing to help their children, especially when they are given specific guidelines on how they should proceed. Parental involvement was found to be much more effective in the individualised approach than in paired reading, where no difference was found between the two paired reading groups.

## Post-Script

A second post-test was carried out four weeks after the first post-test to check reliability and maintenance of gains. Both experimental groups had retained their highly significant gains over the control group ($p<.01$). The I/R and P/R groups made approximately 3 times more reading progress than the control group. Overall, the error rate remained unchanged, with a 25% reduction for the P/R group and 11% for the I/R group. The control group further increased its error rate to 9%.

Analysis of the diagnostic indicators revealed that P/R improved decoding and linguistic capabilities, whereas I/R reduced error rate in decoding only. The slight advantage for boys at first post-test disappeared at second post-test. Parental involvement was highly significant over the whole group at second post-test, by which time parent involvement was no longer more significant in I/R than P/R.

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## W.H.I.C.H. Parental Involvement in Reading Scheme ? - A guide for practitioners

Keith Topping

Developing parental involvement in children's reading is arguably one of the most explosive current areas of growth in education. Although many parents have always helped their children with reading at home, it is only really in the 1980's that attention has been paid to cultivating this habit in a large number of families,and to the precise nature of the advice which should be given to parents. Some schools are still reluctant to involve parents in this area, and yet the work in Inner London at the beginning of the decade showed quite clearly that whether parents hear their children read at home is the largest factor in children's reading progress, irrespective of socio-economic status.

Since this seminal work, a great variety of different approaches and techniques to parental involvement in children's reading have developed in a very short space of time. Given the rapid expansion of the area, it was inevitable that some débris would be sucked in by the slipstream. In education, "good ideas" are often seized upon before they have been properly evaluated. Furthermore, teachers are idiosyncratic , and like to leave their own personal stamp on their work. This sometimes means that a variation on, or individually customised version of, a tried and tested technique is used in preference to the original - from the outset. Where this occurs without careful evaluation, the teaching profession is rapidly beset by confusion over terminology, short-lived fads and fashions, and whole movements can lose credibility because of the failures of the few. The field of parental involvement in reading currently faces this danger - death by dilution. This guide may help to clarify the situation for practitioners, not least by making clear which techniques have been well evaluated and which have not.

### Parent Listening

This technique is undoubtedly the simplest, consisting largely of rather more structured than usual attempts to encourage parents to "hear their children read", often from reading scheme books, and sometimes with a list of "do's and dont's", and occasionally with a demonstration of good practice. Launching meetings are usual, books are commonly supplied and a simple recording system is likely to be used. Haringey and Belfield are the two best known projects which have used this method. Research indicates that the children usually progress at about twice normal rates (assuming normal progress to be one month of reading age in one calendar month). There is solid evaluative evidence from control group studies,eg Tizard et al(1982) and Swinson (in Topping and Wolfendale, 1985).

### Paired Reading - Pure Form

True paired reading was invented by Roger Morgan in the mid-seventies. It consists of training parents and children in (I)Reading Together, with a correction procedure, (II) the child signalling for Reading Alone, with a correction and support procedure. Training is by verbal and written input, demonstration, practice and feedback. Children have a completely free choice of reading material. The evidence from research reports is that Paired Readers progress at about three times normal rates in Reading Accuracy and about five times normal rates in Reading Comprehension. There is now massive evidence from seventy published studies, including baseline, control and follow-up data. Nor are these results confined to well resourced research projects, as in one Local Authority the technique has been used widely by over a third of the schools, and in a sample of 1,200 children average gains of 3.5 in Accuracy and 5 times normal in Comprehension have been found (Topping, 1986).

However, a variety of variants on this technique have been developed.

Paired Reading - Bryans et al variant

This technique consists of the parent reading a passage from a book of controlled readibility, the parent and child reading the same passage together with the parent supplying any error words, followed by the child re-reading the passage alone with the parent correcting error words. Evaluation results showed that reading Accuracy increased markedly but Comprehension less so. Spelling skills were found to improve, but not phonic skills. Three small-scale studies have been reported, including baseline data (Bryans et al in Topping and Wolfendale,1985).

Paired Reading - Young and Tyre variant

In this variation, the parent talks about the passage with the child, the parent reads the same passage to the child, the parent and child then read the passage together, the parent and child then read the passage together with the parent delaying on easy words for the child to say the word first, and finally the child reads the passage aloud with the parent supplying error words. The readability of books is controlled. Only one study involving thirty children has been published. This showed twice normal rates of progress to be sustained over a whole year for both 'dyslexic' and 'remedial' children, who benefited equally in a controlled study. However, the effect of other inputs such as extra spelling and writing work and 'holiday schools' was not partialled out.

Paired Reading - Gillham variant

The parent and child talk about a short book, and then read it together with any error words repeated by the parent but not by the child. As the child becomes more confident, the parent lowers their voice and fades out, joining back in wherever the child encounters difficulty. This variation is intended for beginning readers, and is designed to be used with a published series of books of controlled readability, which are to be read and re-read up to eight times. This technique is clearly very different from the original form of Paired Reading, even though the associated series of commercially produced books have Paired Reading prominent on the front cover. There is no adequate published evidence of the effectiveness of this technique.

Prepared Reading

The parent talks about the book, the parent reads to the child from the book, the child reads the same passage silently, asking about difficult words, and finally the child reads the passage aloud with prompting as necessary from the parent. This method was used by Young and Tyre (1983) as an extension to their variant of Paired Reading in their original project. However there is no published evidence on the effectiveness of the technique other than as a component of the work previously mentioned, and then only for some children.

Associated with the original form of Paired Reading are two quite different techniques known as Shared Reading.

Shared Reading - original version

Originating from Cleveland and intended to be a simpler form of involvement which might be particularly suitable for younger children, this technique merely consists of the parent talking about a book with the child, followed by the parent and child reading the book together. No correction procedure is specified, and the children are encouraged to read a wide range of books. The technique has now been used in a number of schools in its home area, but limited outcome data have been published. Nevertheless, evidence of substantial gains in reading accuracy is available for 125 children. Given the simplicity

of the technique and its low requirement for intensive monitoring and follow-up, this represents a high degree of cost-effectiveness.

Shared Reading - Young and Tyre version

This technique is quite different to the original version, consisting of the parent reading a book to the child, followed by the parent reading a book to the child but stopping occasionally for the child to supply a contextually revelant word unaided, with the parent supplying the word if the child cannot. Described by Young and Tyre in a recent book (1985), there is as yet no published evidence on its effectiveness. Readers should note that neither of these techniques bears much relationship to Don Holdaway's class-based "Shared Reading" concept, using giant books for reading and language stimulation.

Relaxed Reading

The intention here is primarily to reduce parental anxiety, rather than to focus on any specific technique. The child reads aloud to the parent, with the parent supplying error words as necessary. At training meetings, individualised advice is given to parents, with much emphasis on devising methods which suit the interaction styles of individual families, within the context of a relaxed and positive atmosphere. A pilot study of twenty children indicated that Relaxed Reading can be as effective as Paired Reading, but replicatory research is needed before definite conclusions can be drawn. Further details will be found in Lindsay and Evans (1985).

Pause, Prompt and Praise

Originating from New Zealand, this technique consists of the child reading aloud to the parent from texts of controlled readability, with the parent pausing at error words to allow the child to self-correct. In the absence of self-correction, the parent gives a discriminatory prompt related to the nature of the error (semantic, visual or contextual). Praise is much emphasised. Training is by verbal and written instruction, practice and prompting. Children have been found to progress at about 2.5 times normal rates, on average. There are several well-structured research studies incorporating baseline data. The technique has demonstrated effectiveness used by peer tutors (Wheldall and Mettem,1985), while the use of the technique with parents is reported by Ted Glynn in Topping and Wolfendale (1985).

Workshops

The series of workshops for parents run at the Fox Hill First School in Sheffield have been widely reported (eg by Smith and Marsh in Topping and Wolfendale,1985). Parents come into school to make teaching materials suitable for use at home, to observe demonstrations of these in use and to practice with their own child. Parents are steeped in restricted aspects of the school's reading curriculum. There is a great deal of evidence of high take-up rates and considerable parental and teacher enthusiasm, but little more substantial research evidence of objective outcomes.

Family Reading Groups

Much more orientated to raising appreciation of literature than to developing reading skills, these groups are intended for parents and children to meet regularly to discuss and mutually review books that they have read. Favourites are recommended to others, and written reviews may be produced. There is no published evidence on effectiveness, although again take-up rates and participant enthusiasm tend to be high. Procedures are well described by Obrist (1978) in the U.K.R.A. pamphlet on the subject.

## Token Reinforcement

These procedures were first developed in the early seventies for use with children with very severe reading problems. The child would read single words and/or sentences on flash cards to the parent and receive a point or token for each success. Points were subsequently exchanged for rewards or treats according to a pre-arranged 'menu'. Up to four times normal gains in reading accuracy have been found to accrue, but the gains tend not to continue when reinforcement ends, and the effect on comprehension is lesser. There are several studies with baseline and reversal data, eg Fry in Topping and Wolfendale (1985).

## Precision Teaching

Precision teaching is an approach to evaluating the effectiveness of educational input rather than a method of teaching itself. Individualised behavioural objectives in reading are set for each child, and parents check performance on the prescribed tasks daily, charting the children's improvement in correctness and speed of response. Given that programmes are individualised, overall results are extremely difficult to summarise, but many case studies indicate effectiveness for children with difficulties. A large scale project is well described by Solity and Reeve in Topping and Wolfendale (1985). Jordan (1985) summarises data on reading age gains showing children made three times normal gains in the short run with continued acceleration at five-month and eight-month follow-up, irrespective of whether they experienced Precision Teaching with their parents or with qualified teachers.

## Direct Instruction

Direct Instruction procedures are characterised by highly structured scripted materials (eg D.I.S.T.A.R.), used in a prescribed sequence of 'lessons', involving rapid-paced interaction and much oral responding from the children. Practice and generalisation exercises are incorporated into the teaching sequence. Placement tests ensure children are started on the programme from "where they are at". Although the use of this material is not yet widespread in the United Kingdom, except in some special schools, it has been shown that parents can learn to use the procedures and kits. Indeed, a D.I. manual for parents has been produced in the United States, although it is not available in the U.K. as yet. Limited research evidence on its effectiveness used by parents is available, but what there is suggests that gains of up to 2 times normal rates of progress are noted for children with severe reading difficulty. However, the numbers involved are often small and the D.I. component effects not well partialled out. Holdsworth (in Topping and Wolfendale,1985) offers some data, but much further work is needed.

## Puddle Lane Reading Programme

This series of structured books is designed for parental use. In stages one to three, the text for the adult to read to the child is on the left hand page, and key words, phrases or short sentences are repeated on the right hand page, under a picture,for the child to read aloud during a second reading of the text. In the first three stages, the reading material for the child on the right hand page becomes increasingly complicated, until by stage four the text runs continuously, but the left hand page is of higher readability than the right hand page, and parent and child read alternate pages. In stage five, the text is of homogeneous readability - the whole story is read to the child and then by the child. There does not appear to be any published evidence on the effectiveness of this series, which has been launched with a massive advertising effort, and supporting TV programmes, video tapes and audio tapes. The materials are ingeniously structured and certainly likely to be highly motivating, although very much in the 'fairy tale' idiom by way of content. Not all of the series is available as yet, and it will in any event involve substantial cost. It is unclear how skills developed using this material are expected to generalise automatically to other books. The dangers of a structured and progressive "Reading Scheme" left

entirely in parental hands need no explication to those teachers familiar with competitive parents and children.

Read Along Stories

This series of 25 much more modern and lively stores by various authors is published by Cambridge University Press. At the foot of each page is a full version of the continuous story, told in five or six lines for the adult to read out loud. The child follows the story and can read key words and phrases which appear in speech bubbles relevant to the characters in each picture. The core vocabulary of the series consists of seventy-four high frequency sight words which appear in many reading schemes. The 'core' words appear in the speech bubbles, three or four such words being introduced in each story and re-appearing in subsequent stories to enable sight vocabulary to build up. The 25 books are graded in difficulty and arranged in four sets, with a corresponding change in the size and number of the words in the speech bubbles, but this grading is considerably more subtle than with the Puddle Lane series. This author's own trials suggest that children find these books very motivating, used in a variety of different ways, but substantial objective evaluation evidence is not as yet available.

Combining Methods

Many projects have used a combination of methods, but results have been very various. Using two methods simultaneously does not seem to have twice the effect. Furthermore, studies of mixed methods have so far failed to demonstrate which component of the total package is having which effect. The other problem with the use of mixed methods is the danger of subjecting at least some parents to information overload, and thereby confusing them. Using one method and then another in chronological sequence is probably safer, and guidelines for this are given in Topping and Wolfendale (1985).

There are a few studies which have directly compared the effectiveness of different methods, although some of these are of poor quality. Six such studies, all comparing "Paired Reading - Pure Form" to various other techniques, showed that Paired Reading came out best in two studies and was found at least as good as the other techniques in the other four studies.

Teacher's Guide

| | | | |
|---|---|---|---|
| BEST BUY | - | Paired Reading - Pure Form | |
| GOOD VALUE | - | Parent Listening | |
| | | Pause, Prompt and Praise | |
| | | Shared Reading - Original Version | |
| WORTH CONSIDERING | - | Token Reinforcement | for some children with particular difficulties |
| | | Precision Teaching | |
| | | Direct Instruction | |
| | | Paired Reading - Bryans variant | for accelerating reading accuracy |
| | | Paired Reading - Young and Tyre variant | |

All the other methods referred to in this guide need further methodical research study before any large-scale adoption by the teaching profession. Any practitioners who do experiment with them should evaluate the effects with care. At this stage of development of the field of parental involvement in children's reading, there is little point in inventing yet further techniques until we are clear about the effectiveness of the existing ones. Those determined to experiment could turn their attention to the relative effectiveness of different ways of organising P.I.R. projects irrespective of technique.

Readers should note that it would be foolish in the extreme to attempt to establish a project solely on the basis of the very brief accounts of techniques given here. A great deal more background reading and careful preparation is required. Further information on a wide range of techniques and details of availability of kits of materials and other resources will be found in Topping and Wolfendale (1985), while the Paired Reading Training Pack and the Paired Reading Bulletins are available from the Paired Reading Project, Psychological Service, Oldgate House, Huddersfield HD1 6QW, West Yorkshire.

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Date 1 January 1986

# KIRKLEES PSYCHOLOGICAL SERVICE: PAIRED READING PROJECT

## SECOND ANNUAL REPORT

The Project is funded by Urban Aid with £17,000 over five years. Its purpose is to help schools and other agencies to guide and support parents in the use of a particular technique (Paired Reading) of improving children's reading at home. Research studies have found this technique to be very effective, and it is also very enjoyable. Paired Reading is effective with children aged 5-14 years of all levels of reading ability or disability, irrespective of their intellectual levels. Disadvantaged and ethnic minority groups have been found to benefit equally.

The services offered via the Project to schools include: briefing sessions, planning consultation, training for parents and children, materials for training and evaluation, finance to defray the expenses of teachers making home visits in the evening, and general support and review facilities. Additional services offered to some schools include assistance with home visiting and assessment for evaluation purposes, and the provision of promotional materials. It is also possible for translators to be made available as necessary.

### Schools Involved

The Project is relevant to all 11-16+ High Schools and Secondary Schools, Primary and Special Schools, totalling 214 target schools. The Project Leader has been working with 56 schools with the result of their developing a project, a further 8 schools have had little contact with the Project Leader but nevertheless have developed projects, 21 schools have expressed an interest in Paired Reading but have yet to develop a project, and a further 31 schools have sent delegates to the Paired Reading Conference in 1985, but have yet to develop a project. Thus the Project Leader has been in contact in some way with 116 of the 214 target schools (54%), while 30% of the target schools have actually developed a project.

### Number of Projects

During 1985, there were 8 High School projects, 7 projects in Middle and First and Middle Schools, 30 in Primary Schools and 3 in Special Schools. These involved 133, 89, 448 and 35 children respectively, making a total of 705 children participating during the year. The pattern of High and Special Schools running proportionately more projects than Primary Schools has clearly continued from 1984 into 1985. There are of course many more pupils in High Schools than in Primary Schools. Interesting developments include the increasing tendency to run projects for mixed ability or high ability readers. In 1984, 81% of Projects were for children of below average ability in reading, but in 1985 this proportion had fallen to 65%. Another interesting development is the increasing use of tutors who are not the natural parents. To date,

results are available from 4 projects which have used age peer children as Paired Reading tutors, 4 projects which have used older children as tutors, and 3 projects which have used adult volunteers as tutors. Owing to the effects of teacher industrial action, the number of projects likely to run in 1986 is predicted to be much reduced. At the time of writing, only 6 projects are definitely scheduled to commence in 1986.

Localities Involved

During 1985 there has been a tendency for more projects to be run in the less advantaged census wards of the Authority. Although projects continue to be run in schools demonstrating the complete range of socio-economic status, twice as many projects were run in 1985 in the less advantaged half of the Authority's census wards than in the more advantaged half.

Of the 15 schools serving the Brackenhall, Windy Bank, Chickenley, Dalton, and Purlwell estates, 5 have now run at least one project and 3 others have expressed interest in Paired Reading. Efforts are being made by the Project Leader to relate 1981 census data to school catchment areas, in order to be able to compare the effectiveness of Paired Reading to indices of socio-economic status and the relative use of home visiting to support projects. This data is likely to generate information useful for management purposes elsewhere in the Directorate.

Schools which deserve mention as having invested outstanding energy in Paired Reading are: Almondbury High School, Batley Parish J & I School, Birstall J & I School, Crosland Moor Junior School, Deighton Junior School, High Bank First School, Kirkburton Middle School, Lepton Middle School, Lydgate Special School, Meltham J & I School, Our Lady of Lourdes J & I School, Royds Hall High School, Stile Common Infant School and Westmoor Middle School.

Results

In 1985, 88% of schools running projects made an effort to evaluate their success objectively. This proportion is similar to the 1984 figure, but would undoubtedly have been lower but for the efforts of the Community Development Assistant (ibid. under Staffing). In 1984 and 1985 combined, evaluation data is available for 1,165 children. During projects, the children on average improved their reading at a rate of 3.7 times normal gains in Reading Accuracy and 4.8 times normal gains in Reading Comprehension. The overall results for 1985 are better than those for 1984, raising the averages for both years combined.

The gains of project children have been compared with base-line gains and control group gains on 15 data sets and 27 data sets respectively. Results confirm the consistent impact of the Paired Reading technique. Short-term follow-up results (at 3 months) from 14 data sets from 9 projects indicate that on the whole in the months immediately after project completion, the children continue to accelerate at above normal rates. Long-term follow-up results are available on 6 data sets from 4 projects, and indicate that although acceleration at abnormal rates does not continue indefinitely, the advantages accruing to Paired Reading children over non-Paired Reading children are maintained, and do not "wash out".

Data on the relative effectiveness of parents, peers and volunteers as tutors indicate that parents produce the highest gains (3.9 times normal), peer tutors the next highest gains (3.1 times normal) and adult volunteers the least spectacular gains (2.3 times normal). Data on peer tutor projects indicates clearly that the peer tutors increase their reading ages by as much if not more than the peer tutees. Peer tutor projects therefore afford a double benefit.

Very few projects have failed to produce results which were considered satisfactory. The durability of the Paired Reading technique, coupled with support from the services available, results in a very high success rate. The volume of evaluation data is now so large that arrangements have been made with the Polytechnic for assistance in computerising and analysing the data. Paired Reading is now by far the best researched technique for parental involvement in reading in the United Kingdom, and the work in Kirklees is leading the field.

Costs

Teacher industrial action has had a marked effect on the number of projects which have run. Although the number of projects running in Spring 1985 were up to expectations, Summer numbers were low and Autumn numbers were extremely low. The effects have been severe not only on new schools starting their first projects, but also on schools who learnt how to run projects in 1984 proceeding to run further projects independently.

In the first annual report, the projection was made that 1,040 children would be served in 1985 at a unit cost of £16 per child. In fact, the numbers of children served during 1985 were 705. The bulk of the short-fall was due to very low numbers in the Autumn Term. Given these numbers, unit costs would have been approximately £23.00, were it not that very little of the money allocated within the budget for supporting home visits by teachers was actually used. Thus the actual unit cost for 1985 approximates to £19.

This still represents a very high level of cost-effectiveness. In future years, costs will be further defrayed by a small profit being made on the sale of videos in the Training Pack (ibid). However, in view of the uncertain future regarding industrial action, it is no longer possible to make projections about the future recruitment of the Project. Only six projects are currently planned for Spring 1986, compared to 31 for Spring 1985.

Staffing and Equipment

The re-organisation of the Project's budget proposed in the 1984 Annual Report and agreed by Committee, the Department of the Environment and the Department of Education and Science has allowed the appointment of a part-time Clerical Assistant for 20 hours per week (Mrs M Whiteley). The availability of this support has greatly improved the efficiency of the project. Manpower Services Commission Community Programmes located a suitable applicant for the post of Community Development Assistant seconded to the Paired Reading Project, and Mr K Preston subsequently was appointed on a one year contract. Mr Preston has proved invaluable in supporting schools with home visits and evaluation, and it is most regrettable that his contract expires in January 1986. M.S.C. report that there will be at least a two month break before another appointment can be made, even supposing a suitable applicant can be found. It is highly desirable to find an alternative source of funding to continue the employment of Mr Preston, thereby ensuring consistency and continuity, and efforts are being made in this direction.

Budgetary re-organisation has also allowed the purchase of a video tape recorder for the Project, thereby greatly increasing efficiency. The Paired Reading training pamphlets are now available in several Asian languages, and Community Programmes have been helpful with translation. Promotional badges and pens have been produced for children involved in projects, and these have served to increase motivation to participate in the peer group in schools which have chosen to utilise these devices.

The Project is collaborating with the Department of Psychology at Leeds University, and Miss J Elliot has been appointed Research Assistant to conduct a detailed study of parent-child interaction during, before and after parental involvement in reading projects.

## Book Supply

The Libraries Service continues to be extremely helpful in supplying schools with additional loan stocks of carefully selected books to support Paired Reading Projects. It was reported to the Joint Education/Libraries Committee in 1985 that a sum of money had been set aside within Leisure Services to continue to resource this need, and the numbers of books available to schools in this way has increased, although this is also partially due to the number of schools requesting such service falling during 1985 as a result of teacher industrial action reducing the number of projects running. At the time of writing, no increase in this resource is projected as necessary.

## Paired Reading Pack

There continues to be a great demand for the paper and video materials in the Training Pack. A new training video has been made, of much better quality than the original and with expanded content, and arrangements made for the bulk copying of these maintaining good quality at a reasonable price. The video is available in any format for use anywhere in the world. Enquiries about the Pack have been received from Canada, Barbados, Hong Kong, Germany, Cyprus, Australia, New Zealand and Nepal. Up to December 1985, a total of 480 requests for Packs have been dealt with, many of them requesting more than one Pack.

## Paired Reading Day Conference

The Second National Paired Reading Conference was held at DABTAC in Dewsbury on 2 November 1985, organised by the Project Leader. Half of the participants were from Kirklees and half from other Authorities. The total attendance was over 240, including 20 tutors. Although twice as many participants were accommodated as in 1984, again many late applications had to be refused. A demonstration of the technique using the college's new video projection equipment was presented, followed by a keynote address by Dr R.T.T. Morgan, the inventor of Paired Reading. In the afternoon, 15 workshops covering good practice and new developments were run, including consideration of the use of Paired Reading with Adults with literacy problems and the Mentally Handicapped. DABTAC staff served the conference very well, and the event was again extremely successful. The conference is now expected to be a yearly event, and is attracting increasing attention. The 1985 conference was fully reported in the Times Educational Supplement.

## Public Relations

Media coverage in 1985 included Radio Leeds, Yorkshire Post, the Huddersfield Examiner (4 times), the Dewsbury Reporter, the Times Educational Supplement (3 times), Bulletin of the British Psychological Society, and coverage elsewhere may have gone unnoticed. The proceedings of the 1984 Conference were written up in the Paired Reading Bulletin, together with additional articles, mostly written by Kirklees teachers. This was distributed nationally. A second issue of the Bulletin is planned for Spring 1986, with a report of the proceedings of the 1985 Conference. A register of Users of Paired Reading has also been produced. The Project Leader has had a further article on the Kirklees work published in the journal Therapeutic Education, and two others have been submitted elsewhere. The Project Leader has co-edited a book on parental involvement in reading which includes two chapters on work in Kirklees. This book was described in a review in the Times Educational Supplement as "without question the most substantial publication to date in the field of parental involvement". Invitations for the Project Leader to lecture on Paired Reading continue to be received from all over England, although the numbers have been reduced in 1985 by the effects of teacher industrial action on in-service programmes. As in 1984, not all of these could be accepted owing to pressure of time.

K.J. Topping (Project Leader) January 1986

## A PEER TUTORING PROJECT WITH CLASS 6 - A CLASS OF NINE AND TEN YEAR OLDS - IN HOLY SPIRIT R.C. J.M.I. SCHOOL, HECKMONDWIKE.

BY PAT BRUCE.

### INTRODUCTION

Why did I decide to introduce a peer tutoring project as part of my daily Class 6 reading programme? Like any other sensible teacher I do not have a reading dogma which I adhere to unwaveringly. I believe that every child has the capacity to read and I aim to give each child consistent, dependable tools. My reading programme is a skills-giving activity geared to the individual needs and attainments of the specific class. With this particular class of 37 children (6 of whom are housed in Class7) a R.A. span (BURT) from 6.7 to 14.5 suggested that reading should be treated as an everyday skill so that something could be contributed to it by everybody.

I felt that peer tutoring provided a natural opportunity for reading. It could never be in any way forced. The right attitude towards the printed word could be developed since the tutor would be able to convert the lines of print into stories which the tutee could enjoy. Through peer tutoring the tutee, assisted by his tutor, could cope with the complexities of print and come closer towards meeting the potential reading demands of the world in which he lives. Encouraged by Frank Smith's reiteration of Herbert Kohl's statement:- "The teacher is not necessarily or even ideally the individual who must help a child to read. The more meaningful the words to be read, the less often a child will need help and the more likely another child will be able to provide help when wanted."

P.147 Reading Frank Smith C.U.P. 1978

I decided to launch a peer tutoring project.

### What is the Role of The Tutor in a Peer Tutoring Project?

It is a vital role for the success of the project. A good tutor should develop a trusting reading relationship with his tutee. He should take responsibility for the exclusive daily tutoring of his tutee on a consistent, closely monitored basis without any audience. His own amount and range of voluntary reading should be increased. His own assimilation of the text and consequent interpretation thereof should extend his own reading skills considerably. In addition, there should exist a feeling of need and purpose, of commitment to the tutee - qualities which are the very essence of life itself.

### SETTING UP THE PEER TUTORING PROJECT IN CLASS 6

An initial discussion took place between my headteacher, Mr P A Conaghan, and myself and this, in turn, led to an arranged lunchtime meeting with Mr Keith Topping. He agreed to set up the project on 13th January, 1986, for a period of eight weeks. He made arrangements with Mrs Heather Shaw for a generous supply of extra reading material, fact and fiction, to supplement my classroom bookshelf. Our sincere thanks are due to Mrs Shaw and her colleagues at Kirklees Library Services for enabling us to come some way towards meeting Don Holdaway's recommendations:-

"The materials we make available to children for learning the skill of reading should be, above all else, worthy of their attention and labour, and the quality of life in the classroom should constantly be enriched by all that is precious in print."

Independence in Reading - Don Holdaway
Scholastic 1972.

Mr Topping placed especial emphasis on the importance of the tutor praising the tutee whenever possible. He also stressed that tutors should show an interest in their tutee's choice of book. If possible, tutors should discuss pictures, the events in the story as they emerged, perhaps even a prediction might be made about what might happen next. Tutors were advised to talk appropriately at the end of a page or section of a story.

Finally, the tutors were introduced to the diary - a weekly record sheet divided off into separate sections for each day with facilities for the tutor to record the title of the book chosen, the amount of time spent reading together and make any appropriate comments. Preferably, they should make use of the opportunity to praise their tutee's efforts.

HOW DOES THE TEACHER DECIDE WHICH CHILD IS A TUTOR AND WHICH CHILD IS A TUTEE?

My initial partnerships were based on the results of Burt (September 1985) and J. C. Daniels and Hunter Diack (January 1986). As well as maintaining a good differential in Reading Age between tutor and tutee I also tried to give some consideration to social compatibility. During the first week of the project alterations were made where it became obvious that the combination could be altered and improved. A crucial factor to the success of a peer tutoring project is that the partners enjoy working together as a team for fifteen minutes each day for the eight weeks of the project. Generally girls and boys preferred partners of their own sex. Although three boy/girl teams worked together very satisfactorily for the whole project, three other boy/girl teams were altered during the first week to single sex groupings.

WHO CHOOSES PARTNERS?

In some experiments e.g. Rossmere Project, the children chose their own partners. My class were quite happy for me to make the choice and pointed out that, had they been able to choose for themselves there was the danger of certain children not being chosen at all. An interesting and valid viewpoint for a class of ten year olds! They all participated in the general administrative aspects of the project, viz. distribution of diaries, tidying book trolleys etc. and were obviously satisfied to leave the choice of partner to the teacher.

WHAT KIND OF PROBLEMS ARISE?

1. ABSENT TUTORS

I strongly recommend including one or possibly two spare tutors in the project. My spare tutor certainly benefitted from his varied career and adapted himself perfectly to tutoring any tutee whose tutor was absent, or whose tutor was called on a message to another part of the school. Spare tutors used in this way keep the project mobile - there is a general awareness that any tutor whose tutee is absent may also be utilised in this way. At the same time, the teacher is free to monitor the project as a wholeunit for the full fifteen minutes.

2. CHOICE OF BOOK

If a tutor and tutee spend a long time choosing a book it may be beneficial to allocate a separate five minutes to the book choice and distribution of the diaries. The problem may also arise in isolated cases of the tutee's choice of story not appealing to the tutor and vice-versa. This problem is not easily solved. A great deal depends upon the personalities involved and their awareness of each other's needs. It may help for the tutor to choose the book one day whilst the tutee chooses the book the next day. Yet there may still be the problem of readability levels. The easist solution may be to consider a different tutor/tutee combination.

3. READING ABILITY OF TUTOR

A recommended differential of two years in reading age is suggested between tutor and tutee. In two of my combinations the tutors had R.A. of 14.5 and 14.1 (Burt) respectively, and their tutees had R.A. of 9.8 and 8.0 (Burt) respectively. Both tutors were honest enough to admit that they could not pronouce 'decrepit' or 'rheumatism'. Neither had they any idea of the meaning of either word.

**When formalising a peer tutoring project it is advisable to presume that every team will need equal assistance irrespective of statistical evidence.**

CONCLUSION

In conclusion I would like to mention some of the obvious benefits of a peer tutoring project:-

1. A more perceptive reading with understanding permeates to other areas of their curriculum. e.g. problem solving in Mathematics.
2. The children become more socially aware of the needs of their peers and act in a more co-operative manner towards each other.
3. There is a more discerning, democratic choice of reading material. More discussion of story content takes place. In fact, books are being read for pleasure by all, rather than some, of the class.
4. There is far more confidence in the handling of reading books and more genuine interest in authors as writers for children.
5. Decide for yourself how spontane ous the whole project has been by observing the following comments:-

14.1.86 "Marie has done very well and even managed to get a hard word like 'suspicion'."
23.1.86 "Marie has no problems. She seems to prefer reading on her own."
29.1.86 "She did very well and didn't get stuck except on an American expression 'Purple Cootie'."
30.1.86 "Marie has improved a lot and now she reads with expression."
5.3.86 "Marie has enjoyed the book especially when Rufty Tufty was suffocated, drowned and got chocolate all over him and his bed."
6.3.86 "Marie has enjoyed Rufty Tufty and she thinks that tomorrow Rufty Tufty will get lost."

Our project has certainly helped to make reading a more meaningful, purposeful activity which is enjoyed by all the class. I would certainly recommend this type of project to any classroom teacher who is interested in extending the range of his daily reading programme.

PEER TUTORING PROJECT - 9-10 YEAR OLDS
ALL READING TOGETHER FOR FIRST TWO WEEKS
DIFFICULT WORDS UNKNOWN BY TUTORS

1st Week Burt

15.1.86 Third day of project - C. (R.A. 14.5) asked the meaning and pronunciation of 'decrepit'. This put a new perspective and meaning into the role of the tutor in the project.
16.1.86 ached / commuter / traditional. Discussion initiated by tutor based on need for interesting choice of books for peer tutoring scheme to interest tutee each day.
17.1.86 abruptly / pelted. Ginn Level 8 Bk 2 - Caliph Haruni Rashidi! A far more settled conclusion to the first week.

2nd Week

20.1.86 actually / ache / aconites / nasturtium / priming / rumbustious warren / whirligig
21.1.86 actually / hypnotize / massacre / nasturtium / stegosaurus
22.1.86 aboriginal / paraphenalia / gesticulations / reassuringly scathingly / telepathy - One tutee alone wrote her own list as follows - agile / advantaged / definitely / indicated / intimidating / ominously / plimsoll / undeterred.
23.1.86 celestial / delinquents / discontented / engendering / hydraulic / incorrigibly / intermediate / menacingly / moustache / pleadingly / situation / trivialities.
24.1.86 aconites / dishevelled / distinctly / endeavour / horticultural / hysterics/ malleable / obvious / phosphorescent / philosophically / reluctantly / silhouetted / unwieldly.
Tutee only recognised 'chicken mayonnaise!'

In its entirety this list contains 168 words and indicates the type of vocabulary tucked away quietly in our Class library corner. I wonder what happens to these words during S.S.R. E.R.I.C. or D.E.A.R? The difficulty for the peer tutoring project teacher is the lack of time and opportunity to discuss the meaning of the words in context whilst still monitoring the rest of the team. It is advisable to train tutors to check with the teacher about unknown words and then give them the opportunity to review their findings at another class session.

3rd Week

27.1.86 READING ALONE / KNOCKING TECHNIQUE INTRODUCED WHERE APPROPRIATE / DISCUSSION OF STORY ALSO ENCOURAGED.
antirrhinums / extremely / regalia / reproachfully.
28.1.86 bowels / colander / epitaph / rhododendron / scythes/ xenophobic
29.1.86 cootie (No American dictionary of expression in school) conspicuous / india rubber / rhododendron / simultaneously / stegosaurus.
30.1.86 bravissimo / delinquent / razor / shifty / stealthily
31.1.86 cooed / tureen. Discussion arising from 'Ramona' (B. Cleary's reference to D.E.A.R.) which led on to E.R.I.C. and S.S.R. Children are aware of peer tutoring as a reading technique.

4th Week

3.2.86 claustrophobia / expeditions.
4.2.86 conservations / conspiratorial (tutor wasn't happy with context of 'conspiratorial smile' - she wanted the word using in a more bloodthirsty context)
5.2.86 antirrhinums / mademoiselle/ brunch - its meaning queried.
6.2.86 abruptly / bewildered / conscientious / hiccoughs / mademoiselle / occurence.
7.2.86 appraisal / constrictor / gelatine.

5th Week

10.2.86 provoking / sympathetic / nasturtium
11.2.86 veil / weathered / poetry
12.2.86 capers / pedestal / pursues / vaguely / Vietnamese
13.2.86 aerosol / asparagus / comparison / desolate
14.2.86 osteopath / orator / conscience / absolutely

6th Week (RETURN AFTER HALF-TERM)

24.2.86 armour-like / caution / delinquent / earache / exasperated / jovial / psychic / silhouetted.
Worked with these words in a class lesson. Children's dictionaries did not extend far enough for most of them. Reference to OXFORD CONCISE necessary.
25.2.86 aisle / current / inconsolably / legislature
26.2.86 assured
27.2.86 referring. - At Class Library Session one tutee chose a book because she wanted to 'hear' the story. She recognised that she could not read it herself yet. This same girl has also stopped playing at "Shopping" with the Book Trolley and begun playing at "Libraries!"
28.2.86 antirrhinums / cinnamon / direction / indignantly / wading.

7th Week

Knocking (and nudging) technique firmly established in a number of tutor/tutee combinations.

3.3.86 politeness / dubiously / aisle / unhesitatingly / cinnamon - At this stage my typist, Mrs Audrey Marshall, kindly provided some cinnamon for the children to see!
4.3.86 Detective / psychic / pneumonia / infra red / examine
5.3.86 physician / uproar / remem-bered - not recognised presumably because it was split by a line ending and hyphenated
6.3.86 melancholious / quavering / avalanche / spidery
7.3.86 ancient / magnanimously / intricate / rheumatism / mildewed.

8th Week

("Have we got to stop Peer Tutoring this Friday, Miss?")

10.3.86 fruiterers / comprehensive / resolidify / unison
11.3.86 uproar / magnanimously / mackintosh / sulphuric
12.3.86 avalanche / Olympics / vaguely
13.3.86 hallucination / Ontario / chaos
14.3.86 amiable / unconsciously / splendiferous / reluctantly / delicately / chaos

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## RESULTS OF READING TESTS

| | | BASELINE PERIOD * | | ACTIVE PERIOD * | |
|---|---|---|---|---|---|
| | | Reading Age Gain (Years) | Ratio + Gain | Reading Age Gain (Years) | Ratio + Gain |
| TUTEES | Daniels & Diack Test 12 | | | 1.0 | 5.8 |
| | Burt Word Recognition | 0.45 | 0.94 | 0.39** | 0.78 |
| TUTORS | Daniels & Diack Test 12 | | | 0.73 | 4.2 |
| | Burt Word Recognition | 0.31 | 0.65 | 0.71 | 1.42 |

* The Baseline period was 6 months Easter - September in the year before the Project started in January. The Project lasted 2 months, but the inter-test period for the Burt was 6 months (September - Easter). The DD12 was used as a pre- and post-test, interest period 2 months.

+ Ratio Gain = Ratio of RA gain to actual time passed.

** There is evidence that both tests had a depressive ceiling effect on the tutor's scores, particularly for the most able, some of whom had reading ages of up to 14.5 years at pre-test. The validity of the Burt at this level is also doubtful.

pose the question . .

## CAN PARENTS TEACH THEIR OWN CHILDREN WITH READING PROBLEMS?

Our experience of working with groups of parents in three Coventry schools leads us to give a whole-hearted 'yes' to this question.

There is nothing new in the idea of getting parents involved in helping their children with reading, many schools seek to engage all their parents in this activity. Indeed, research has shown that reading regularly with a parent is one of the most significant factors leading to fluent reading in children. But it is not always as easy as it sounds. Inevitably there are some children who find reading does not come easily, there are parents who do not feel confident enough to help. Reading can become a battle between parent and child leading to greater feelings of frustration and failure.

Can such parents, who may have already "given up", be helped to help their children? Can pupils who have severe difficulties with reading be helped by their own parents?

These are the questions we wanted to answer. To this end we selected pupils who could be judged to have failed to become fluent readers despite the efforts of their teachers. The children had reading ages at least two years behind their chronological ages. Their parents were not a specially chosen group of highly motivated people but ordinary dads and mums, some of whom had had learning difficulties themselves.

These parents wanted to help their children but did not know how to go about it or lacked the confidence to carry on without support.

What we provided were the techniques and structure so they knew exactly what to do and how to do it and then on-going support and encouragement in the form of weekly group meetings, so that they kept going long enough to see an improvement in their children's reading. By involving both parent and child in the meetings the responsibility for working throughout the week was shared. It was no longer a parent having to force a child or a boy or girl trying to persuade a reluctant parent to find the time to "hear me read". We stressed the importance of the partnership - together they could achieve results, and they did!

### How can it be done?

Reading, like any other skill, improves with practice. Unfortunately those children who find reading difficult may not find reading a rewarding pastime and often they get less practice than their more competent classmates. We wanted to ensure that our poor readers would get plenty of practice with real books that they wanted to read and for this reason we taught their parents the technique termed 'paired reading'. However we were aware that these children, some of whom had a long history of failure with reading, would also benefit from a structured programme designed to ensure progress through their school's reading scheme. So we developed a two-pronged attack, with paired or 'shared' reading to provide experience of a variety of materials and Data Pac to give concrete evidence of progress on specified targets.

Shared Reading

We called our approach to reading books "shared" reading, as we wanted to encourage the idea of parents and children sharing their enjoyment of books. The children chose what they wanted to read and they and their parents read the text simultaneously (Paired Reading). We used modelling to teach this procedure and introduced several variations to give the children access to a wide range of reading material. Although the technique took a while for the parents to get used to it became very popular with both parents and children.

DATA PAC

DATA PAC is a highly structured set of materials based on five particular reading schemes. It breaks up the required vocabulary for each book into a series of manageable steps and specifies the levels of accuracy and fluency that a pupil should achieve before moving onto the next step. The DATA PAC (Daily Teaching and Assessment - Primary Aged Children) materials were used as a basis in some of the reading groups. Where DATA PAC materials did not exist for a reading scheme e.g. Link Up, materials similar in structure were devised. Parents helped their children with the target words from the DATA PAC programme.

Parents were asked to attend weekly meetings at the school with their children. These meetings which were held in school time, were led by an educational psychologist sometimes working alongside a teacher from the school.

At these meetings we discussed the aims of the group and taught parents and children ways of achieving those aims. As well as teaching the parents the technique of shared reading we introduced them to a number of other ways of helping their children at home using word games and puzzles and showed them ways of using flash cards to teach the target words for the DATA PAC programme.

What's the commitment?

The project involved a considerable time commitment from all the people involved. The parents were asked to:-

1. Attend a weekly 30-45 minute session at the school for an average of two terms i.e. a total of 20-25 sessions.

2. To work at home with their child at least three times a week for about 10-15 minutes.

3. To read to/with their child at least three times - the actual length of time was decided by them, depending on the child's level of interest and enjoyment.

4. Keep simple records.

The staff running the course had to:

1. Contact parents and discuss project work with them.

2. Prepare, organise and collate all the materials needed for the course.

3. Gather together a collection of interesting and attractive books which the children could take home and read with their parents.

4. Liaise with other teaching staff in order to give feedback on the children's progress and link their classwork with the work being done in the group.

5. Attend all the weekly sessions, check and record the children's progress and set targets and provide parents with the necessary teaching and support materials.

6. Evaluate the effectiveness of the project.

7. Assess and discuss with the class teacher the children's needs in terms of the further development of their literacy skills.

How were teachers involved?

Like any reading project, this one works best where the school actively support it. This can be done in a number of ways - from giving hospitality (comfortable room and refreshments) to using the DATA PAC materials in the classroom for a short period each day and contributing to the child's record. One of the easiest ways of linking home and school reading is for the child to keep his own reading record book so that his class teacher, SNAP co-ordinator and those working on the project can record progress. Having duplicate sets of words for home and school has also been helpful in avoiding certain well known problems! When carefully thought out, work at home can both help the child master specified target objectives and also broaden their experience of reading, increasing their enjoyment of and motivation to read.

The level of involvement and role of teachers in running the course has changed as the project developed. The pilot study was run by psychologists but subsequent groups were run by a variety of combinations of profressionals - psychologists and head teacher, psychologist and class teacher, class teachers alone, psychologist alone.

It is felt that the maximum benefit is obtained when a class teacher can run a course for a group of parents whose children are in her class as then it is possible and reasonably easy to get a close liaison between classwork and targets set for homework. This results in the two schemes of work reinforcing and supporting each other. It is possible to achieve the latter when others run the group but it is more difficult as it depends on short but regular meetings initially and then an efficient record sharing/liaison system. It is also helpful in such a case for all the personnel involved to have a good understanding of the principles of the scheme and familiarity with the materials.

What results can we expect?

All the projects undertaken so far varied in terms of:-

- time period - this ranged from 10 weeks - 2 terms
- age of children 7 years - 10 years
- severity of reading problem - from 2 - 4 years below chronological age.

All the children made considerable progress. The best results achieved by any group were an average gain in reading age of 7 months in a 10 week period with a 10 month gain in comprehension (assessed by using the Neale Analysis of Reading Ability). However, even the poorest readers achieved gains of 5 months in a 14 week period and managed to increase their fluency (in terms of words read per minute) by about 50%.

Overall, the children gained on average 6 months in reading age over a 14 week period, with slightly greater gains in comprehension.

Although these improvements may not seem dramatic they do reflect a considerable increase in all the children's rate of progress. Also when the initial group's progress was checked at intervals over the following year it was found that not only had they maintained the improvement but most of them had for a considerable period actually increased their rate of progress (see graph)

In every group we were able to gather the subjective impressions of the parents who were coming to the meetings. In the original pilot group we gathered their opinions using an interview schedule. All the parents said that they enjoyed the sessions, in particular:-

1. Felt they were interesting and it was helping their children.

2. All felt they had learnt new ways of helping their children with reading - generally gained a more positive approach and more specifically had learned new ways to make the tasks more interesting and enjoyable.

3. All now found it easier to read at home with their children than previously, three of them felt the difference was very significant.

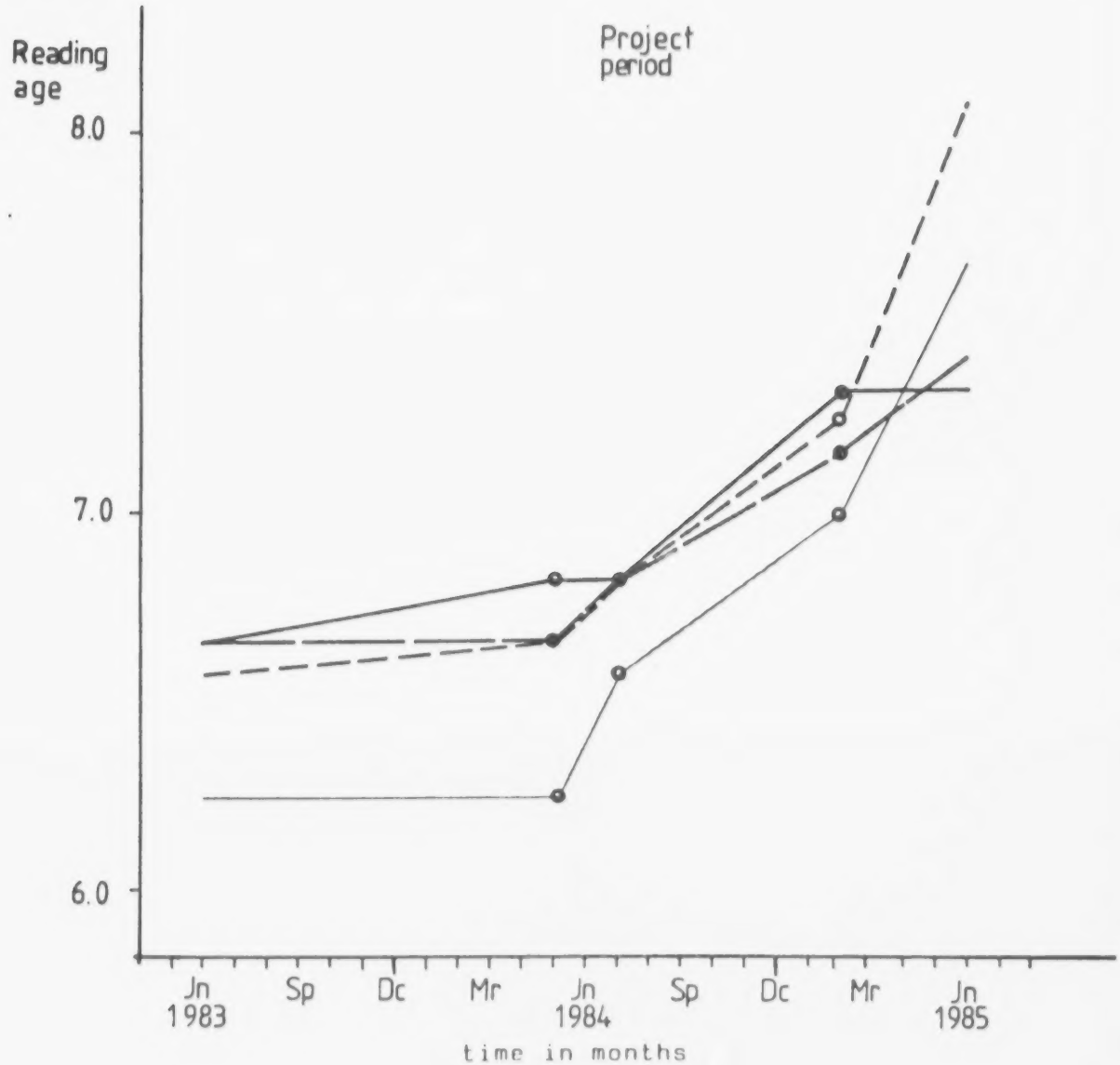
4. All the parents liked seeing their children being tested on their targets and found the feedback from this helpful.

   This feedback positively reinforced their efforts when their child had improved a lot.

   It also highlighted any difficulties and they then knew what to work on the next week.

5. By the end of the eight weeks it was equally easy for all the parents to get their children to read at home as during the session.

Graph showing the rate of progress of 4 pupils in reading before, during and after a parental involvement project using Data-pac and shared reading.




| Tests used: | | |
|---|---|---|
| | June 1983 | Spar |
| | May 1984 | B.A.S. Scale of Word Reading |
| | July 1984 | Spar |
| | Feb. 1985 | B.A.S. Scale of Word Reading |
| | June 1985 | Spar |

6. All the parents felt they had gained various things from coming to the sessions:-

Confidence in helping children.

Better understanding of what their child could do and what he/she found difficult.

More insight into how to teach reading which mum could now put into practice with younger children.

7. All felt their children had gained things from attending.

These were:

Improved confidence

Now found reading more enjoyable.

Now will actually suggest to mum that they read together at home.

Reading improved.

Spelling improved.

Feedback from teachers

A number of teachers have been involved in these projects and their feedback has been very positive. They have all commented on the improved attitude of the children towards reading in general and also felt they had benefitted from the increase in positive attention they had received from their parents.

Teachers involved in the actual running of the course found that becoming very familiar with DATA PAC was useful as they were then able to apply it more easily within the classroom setting. Also, the close monitoring of the children's learning often gave them more insight into the childrens' needs and thereby enabled them to cater more effectively for them in the classroom.

What happens afterwards?

Although all the children made good progress using DATA PAC and shared reading and by the end of the projects were much more confident about reading, none of them could be described as a truly independent reader. Consequently, it was felt to be important that the school provide them with a supportive environment afterwards. Two factors seemed to be particularly beneficial at this point:

i) a well structured systematic phonic programme to help the children further develop their decoding skills

ii) the opportunity to enjoy a wide range of books. Paired reading in a peer group tutoring situation could prove particularly useful in this respect.

Of course, such schemes must be seen as complementary to and not as an alternative for ongoing good remedial support in school.

## INVOLVING PARENTS IN READING:
## A guide for in-service training

Published (1985) by the Reading & Language Development Centre, Nene College, Boughton Green Road, Northampton, NN2 7AL @ £2.50 incl. p & p

This booklet has been produced by Sheila Wolfendale and Eve Gregory, whose experience in the field of parental involvement has been well publicised. They have created a very valuable guide for those providing in-service courses, teacher-group leaders and staff meeting co-ordinators who are involved in setting up parental involvement in literacy programmes.

The booklet charts the course of a seven session workshop, states the aims of each session and includes copies of the handouts provided to course participants. The result is a very comprehensive and well-planned guide, which leaves little to chance. The review copy of the booklet was praised by a group of teachers, including a first year junior class teacher, a special needs teacher in charge of a paired reading library and a student on teaching practice. All applauded the booklet in its entirety, but felt a few points needed clarification.

In the "Pointers to planning a programme in schools", the first aim was stated as "fostering within pupils the knowledge that home and school share similar aspirations on their behalf." This surely is the most important outcome of parental involvement in school - child, parent and teacher involved in a triangle of learning and support. However, during the first session Handout 1, a summary of the advantages of parental involvement compiled from current work does not mention any advantages to the child other than a reference to a reduction in disruptive behaviour. Benefits to the child are the main reason for involving their parents - better parent/teacher interest, confidence, communication and commitment are by - products on the way leading to these benefits. Session 2 contains an excellent letter, worthy of being copied, from a head teacher of an infant school to her new parents.

The guest speakers in Session II were a member of the Hospital and Home Teaching Service and a home/school liaison teacher. Whilst arguing quite vehemently in favour of home - visiting, we felt that this was the part most feared by the classroom teacher and it would have been better to have heard a realistic (instead of idealistic) view of home-visiting from a teacher who fits in home-visiting after school hours and around the demands of their own family commitments.

The questionnaires for children (Handouts in Session 4) about books they had read were found to be particularly valuable. Good open-ended questions were asked in Handout 2, and Handout 4 was felt to be of value for library records. Handout 3 only required 'Yes' or 'No' responses. Perhaps it was intended for younger children, in which case the use of the words 'fact' and 'fiction' would need some explanation.

The Reading Attitude Questionnaire would provide valuable information at the start of a project. Perhaps some questions could be extracted and asked again at the end of a project.

The student who was questioned commented that the booklet would be beneficial to those who had no knowledge of parental involvement. She found the theory behind what she had seen in practice to be of particular relevance.

This booklet is of value not only to those for whom it was specifically intended, but also to those classroom teachers interested in fostering better home-school links.

Avril M Bush

TEACH YOUR CHILD TO READ by Peter Young & Colin Tyre

London Fontana Paperback £2.95

The title of Young and Tyre's book belies the contents. Their sub-title: "The Good Parents' Guide to Reading, Writing and Spelling" goes much further in describing their very full account of ways in which parents can be partners in the education and development of their children's literacy skills. The whole of the book is written in a very optimistic vein, and the authors' inclusion of themselves into the text as "parents" comes over as a sincere attempt at personal involvement and partnership.

Young and Tyre state from the outset that the aim of the book is to enable parents to help their children read early, read well and go on reading. They emphasise the importance of the early years in child development and the role of parents as active partners and educators. Home provides a natural learning environment for children, and the authors present a very good case that most parents do well in the sophistication of their teaching and provision of a rich curriculum. The positive reinforcement that parents can provide is emphasised as an essential component of the message of the book. It is possible for the reader to envisage that the enthusiasm generated in the parents by this book will in turn enable them to be confident in the teaching of their children.

Young and Tyre continue by explaining what reading really is, and a full account is given of the various techniques and skills which the competent and fluent reader has in his/her repertoire. It would be easy at this point in the book for some readers to lose confidence, as some of the text merely serves to reinforce the belief that reading is a difficult and complex skill. Some parents may be tempted at this point to say "not for me, I'll leave it to the professionals". The remaining chapters of the book are devoted to details of what parents have done that works. The authors emphasise that it is not prescriptive and they present a wide range of techniques for developing childrens' reading, writing and spelling skills. Examples of games are presented and very full appendices augment the body of the book.

The whole book is underpinned by attention to the developing child and the evolving relationship between parents and child. Young and Tyre parallel this child development by describing their similar developmental sequence of techniques, going from "lap learning" to "shared reading", to "paired reading" and on to more complex and independent skills with regard to reading, writing and spelling. This emphasis highlights the authors' holistic model of reading in which reading, writing and spelling go hand in hand with the developing child in the home. Good practices in parent/child interactions, appropriate from the first years of life right through to the higher order reading skills acquired by much older children, broaden the scope of parents who would be attracted to buying such a book. The authors emphasise the importance of making an intervention in the full knowledge of the child's existing skills, namely "starting where the child is at". The range of practices described by Young and Tyre are many and varied enough to make this a feasible proposition in practice.

However, with regard to improvement suggestions, the book lacks any supportive research data. It may be that the authors' holistic approach to literacy will bewilder rather than support parents. They may be faced with too much choice, and many would benefit from a more focussed approach. The text is sophisticated in style and could only be interpreted by a very competent and motivated reader - not all parents will fit this bill. Young and Tyre do however present the salient points from each chapter in a list format. Finally, the book represents good value for money for a select percentage of the population.

Kath Jennings

THE MCMILLAN READING ANALYSIS: a preliminary evaluation

PRACTITIONER REVIEW

For evaluation purposes, the test was used with a group of 38 mixed ability first year junior school children. It was used to test reading accuracy and comprehension only, and the miscue analysis was not utilised. The reading booklet contains 18 oral reading test passages, which are in three approximately equivalent forms. Each form consists of six graded reading passages which increase in length and difficulty. In this instance Form B was used throughout.

Administering the Test

The test takes approximately fifteen minutes per child. Each passage has an accompanying illustration, which the child is asked to look at before he begins reading. Time is also given for the reader to look briefly at the passage before reading. No help must be given with difficult words, and refused words must not be supplied by the administrator. At the end of the passage the reader is asked the comprehension questions which are printed on the record sheet. The manual gives the instruction that the reader may look back at the passage briefly before answering a comprehension question, but extensive re-reading or word-by-word searching must be prevented. Approximately ten seconds is allowed for the answer, after which time the administrator is required to continue on to the next question. The instructions for administration are thus both more explicit than those of the Neale Analysis, and also different in some respects.

The passages in Form B are interesting and enjoyable. The language is up to date and none of the passages appear contrived. There is an element of excitement in some of the passages, which are of equal appeal to boys and girls. There is a noteable avoidance of sexism - one passage is about a stunt girl and another has a female pilot of a hot air balloon. There is also a passage about a burger bar which has obvious appeal to today's children. The progression of difficulty in the passages is good. There are sufficient high frequency words in each passage to allow the reader to gain some confidence before attacking the difficult and unfamiliar words.

The black and white illustrations are clear and mostly attractive, although not always helpful to the reader. The illustration accompanying passage six in Form B is particularly uninspiring, showing an old-fashioned radio which it is doubtful children would recognise.

The comprehension questions are a mixture of literal and open ended ones, and some of the latter are in two parts, both of which must be answered satisfactorily before a mark is given. In two of the passages, the reader is asked to find a word which means the same as a given word. These proved to be the most difficult for children to answer. On the whole the comprehension questions are quite searching, although as will be noted later, the open-ended questions on the early passages led to some unusual discrepancies between Reading Accuracy Age and Comprehension Age.

Scoring the Test

The record sheet is extremely clear and well laid out. It is quick and easy to record errors and score as the test proceeds. Once the tester has obtained a total raw score for accuracy and comprehension, the tables in the separate manual must be consulted. Each Form (A, B, C) has its own conversion table, from which it is very clear that the forms are by no means exactly equivalent. The conversion tables do not allow the tester to locate an exact reading age for each score. The authors of the test argue that to give exact reading ages is misleading, and exaggerates the reliability of the instrument. Thus each raw score is associated with a range of reading age within specified confidence limits. However, the range is very wide (twelve-fourteen months) and for the purposes in hand this proved distinctly unsatisfactory. Many practising teachers will find these tables irritating. The situation is even worse for Comprehension, where the age equivalent range given is even wider (seventeen-nineteen months).

The authors of the test take care to make clear that at the upper end of the age and ability range the test becomes less reliable. However, there are also problems at the bottom end. The lowest raw score for which an age range is given for reading accuracy is 22. In standardising the test on normal children of a variety of ages, the authors found that none of the children made more than five errors on the first level passages, and most made no errors. However, seven out of the thirty-eight children tested for the current evaluation made five or more errors on the first passage and went on to score less than 22. This meant that it could only be said that these children had a reading age which was less than the range 6 years 11 months to 8 years 0 months. When it came to comprehension scores, three of these same children were found to have a comprehension age of 7 years 4 months simply because they had answered one of the open-ended questions correctly. Many children tested had a higher comprehension age than reading age, which is unusual, and this may well be due in part to the fact that two out of the first six comprehension questions are open-ended and most children could give some sort of suitable response to them. Thus the test suffers from an unreliable ceiling and a variously high floor, together with doubtful comparability between Accuracy and Comprehension components. The test also suffers from the difficulty the old Neale manifested, which is that the stepwise structure of the reading passages can produce inflated post-test scores in Reading Comprehension. It is possible at a second testing for a child to increase raw score in Reading Accuracy by only one point and thus show a very small gain in Accuracy Reading Age, but by so doing reach the criterion for access to the next passage, on which no points may be scored for Accuracy, but on which many may be scored for Reading Comprehension.

In summary, while offering many advantages in terms of presentation, content, illustration and modernity, the scoring and structure of the test introduced a number of practical difficulties which may or may not be found problematic, according to the uses to which the test is to be put.

Marjorie Whiteley

TECHNICAL REVIEW

The New McMillan Analysis, produced by Denis Vincent and Michael de la Mare, is said to be "suitable for children of average reading ability in the 7 - 9+ age range and for older backward readers reading at the level of the average 7 year old or above." As the preceeding review of the test will have demonstrated,anyone trying to use it for wider purposes will quickly run into difficulties. Having said that the test does not breach the Trade Descriptions Act, it seems clear that its scope is disappointingly narrow.

As with the Neale, the N.M.R.A. includes a proposed structure for miscue analysis (Error Analysis). The proposed structure is rather different from that incorporated in the Neale, in that the Neale category of "mispronunciation" is deleted and three new categories ("Hesitation", "Repetition", "Self-Correction") are incorporated. This more detailed framework reflects modern thinking about reading processes. A simple suggested shorthand is given for marking the nature of the error on the Record Sheet as the test proceeds, and the Sheet includes a section for recording of total counts and percentages of particular error types.

The normative information derivable from the test may be interpreted with relation to two different sets of standardisation information. The test gives separate scores for oral reading accuracy and reading comprehension, which can be expressed in terms of either Age Equivalents or Scale Scores. Age Equivalents express the reader's performance in terms of an age range rather than a single age score, which is said to represent the chronological age range for which the reader's performance on the test is "typical". The authors elaborate: "the test user can be 95% certain that a reader's obtained score corresponds with a predicted chronological age within the range indicated". Scale Scores are structured quite differently, being based on Rasch Analysis. These latter are obtained by administering a set of three passages only, with consequent advantages in rapid administration. Scale Scores are based only on certain designated target words in the text. The result is a measure of word recognition skill used in a meaningful context - the Word Context Scale Score. Owing to the statistical procedures by which the Scale Score is produced, the distance between any two consecutive points of score can be treated as equal. This uniformity may be attractive in relation to the rather erratic nature of the Age Equivalent procedures.

The availability of three Forms of the test allows longitudinal testing of progress, but the authors are careful not to assert that the three Forms are exactly equivalent. Form A is consistently slightly easier at each level than Forms B and C, this being reflected in the standardisation tables, and the authors recommend that Form A is used as the initial test for younger or backward readers. The authors do assert that when converted the scores on the "Parallel" Forms are equivalent.

The administration instructions are commendably clear. Writers of manuals for reading tests are always in a dilemma about whether to include a lot of information to give users a full picture or whether to make the manual brief to avoid any risk of confusion. The authors of the N.M.R.A. have tended towards the first of these options, and some teachers will have a little difficulty to start with making choices as to which part of the manual is what they are looking for. Useful summaries of procedure are provided on page 28 and 40 of the manual.

The most disquieting section of the manual is however the technical section on the construction of the test. No empirical investigations of the validity of the test were carried out, even by correlating results with existing reading tests, let alone relating results to subsequent progress in reading. Indeed, at one point in the manual the reader is specifically dissuaded from comparing results on the N.M.R.A. with those from any other reading test. The authors note that the final passage in each Form consists of contrived prose which is designed to (artificially) raise the ceiling of test difficulty. The authors acknowledge that they had considerable difficulties in drafting the comprehension questions, and that the final selection of questions was made after the standardisation was carried out. The standardisation was carried out in the Summer term 1984 on only 600 children, drawn from 71 primary schools in two London Boroughs. The authors acknowledge that the relevance of the test content to children from other social, geographical and cultural backgrounds is in doubt. The standardisation procedure itself was unusual in that instead of using a large group of children of mixed age and mixed ability, the test was standardised with a small number of children in ascending chronological age groups who had been pre-determined to be average readers by use of the Primary Reading Test. This latter test cannot be construed to be measuring the same "kind" of reading as the N.M.R.A. Of the 600 children, the majority were allocated to complete two Forms of the test. This means that each separate Form is standardised on only approximately 400 children. This compares to 1,221 children being used by Marie Neale to standardise her Form A, 552 for her Form B and 489 for her Form C, albeit using a different standardisation framework. Thus, for each Form of the N.M.R.A., the numbers of children tested for standardisation purposes within each age group are very small indeed. It may well be that these small numbers were one major factor which persuaded the authors to opt for the Age Equivalent Range mode of presenting results. The authors note that there were variations within age groups which were greater than might have been expected given their supposed homogeneity. Furthermore, the authors report that further analysis "strongly suggested that differences between fieldworkers had contributed to these variations".

The authors are however able to present some data on reliability of the test. This was evaluated by both internal consistency and inter-Form correlation methods. Inter-Form correlations for Reading Accuracy are all in excess of 0.9, and are entirely satisfactory. However, such correlations for Reading Comprehension range from 0.76 to 0.83, and are clearly less than satisfactory. It is of course exactly the doubtful reliability of the Comprehension scale of the Neale test which has led professionals to look forward so much to the availability of the N.M.R.A. The authors note that for the Comprehension aspect, ten standardisation fieldworkers obtained at least one correlation of less than 0.8, and "some of these latter values were as low as 0.55 and 0.20." Reliability was also checked by scrutinising internal consistency using the well established Kuder-Richardson procedures, but only for the nine Scale Score Sets. For Accuracy of reading Words in Context the KR20 coefficients ranged from 0.77 to 0.87, lower than those reported in the manuals for other tests. The coefficients for Comprehension are even more worrying, ranging from 0.58 to 0.77.

It is difficult to come to any conclusion other than that, although this test has many advantages over its predecessor the Neale in terms of content, illustration, clarity of instructions, layout of the Record Sheet and so forth, its structure and standardisation includes grave deficiencies which must be

taken into account by potential users. The authors must be commended for their honesty in including reference to some of the test's many "warts" in the manual. It is sad that neither the authors nor McMillan could find the time and the finance to do the job properly.

Keith Topping

PAIRED READING STORY BOOKS

Methuen have produced an initial set of four Paired Reading Story Books, written by Bill Gillham and illustrated by Margaret Chamberlain. Further volumes in this series are said to be on the way. Margaret Chamberlain is an accomplished childrens' illustrator and her simple but lively style is very appealing to children. Bill Gillham likewise has a substantial track record in producing books for children, including his well known "First Words" series and other splendid volumes. These Story Books are designed to be used by teachers or parents with "beginning readers". Each book has "Methuen Paired Reading Story Books" emblazoned across the front cover, and the associated publicity material emphasises that these are "the first books for beginning readers to be based on Paired Reading principles". In the publicity material, various statements are made about Paired Reading which are undeniably true: "Paired Reading helps children to learn to read in less time, with greater fluency, and far more enjoyment", Paired Reading is a "breakthrough" which "establishes fluent reading from the start" and " gives children confidence to go on to tackle books on their own".

In fact, what Gillham describes in these books is quite clearly not Paired Reading. Each Story Book has a very brief and simple preface in which Gillham's variant of Paired Reading is sketchily described. This variant involves Reading Together, adjusting to achieve synchrony, and with some emphasis on finger pointing to maintain visual attention. The correction procedure is abbreviated in that error words are repeated by the adult but there is no requirement that the child should repeat them correctly. Parents or teachers are required to gradually increase their speed, and as the child becomes more confident lower the volume of their voice before progressively dropping out altogether. If an error occurs during Reading Alone, reversion to Reading Together is suggested, although not very clearly. The intention is that the Story Books are read right through once a day but not more than twice. It is expected that after five to eight readings of the same book the child will usually be reading the book independently. There must be doubts about whether all parents will be able to understand and translate into practice these principles on the basis of the very brief written instruction which is given. Extraordinarily, there is little emphasis on the role of praise. It is clear that this variant robs the pure form of Paired Reading of much of its democratic flavour. There is no indication of what the parent does with the child who becomes dependent on echoing during simultaneous reading, and little guidance on further reading material once this brief series has been exhausted. We are left to wonder how skills acquired on these Story Books are likely to generalise to a wider range of reading material. Gillham asserts that using these books "the child does not just 'memorise' the story", and one may be suspicious about the sweeping nature of this generalisation.

Another curious factor in relation to these books is that it is extremely difficult to locate any published empirical research to substantiate the effectiveness of the variation of the technique described therein. In an article in Child Education, Gillham reports using this variant in an Infant School and a Junior School in the Nottingham area. The variant was used with the poorest readers in the top infant and first year junior classes. Parental involvement was supported by weekly home visits which enabled the visitor to take books into the home. Experimental and Control groups were utilised in a pre-post test design. There is no specification of numbers involved, test used, or indeed the results - except to say that "the project was successful, even very successful". During this pilot project, the Nottingham workers had "found" that the Paired Reading technique "had to be adapted and simplified to make it more 'natural' ". This is not of course what other workers have found in relation to top infant children who are non-readers. Gillham asserts that the variant of Paired Reading "has proved more 'natural' and less obtrusive than the original form of the method", a conclusion which seems to have been arrived at on the basis of very little experience. It may be that this variant of Paired Reading is more suitable for children who are just beginning to read, but this has yet to be proved. It is a cause for particular concern that many parents may come to view Paired Reading purely as this variant, and completely fail to realise the profound impact the pure form of the technique can have on the reading of children of all ages and abilities and on all reading material. These Story Books are attractive and likely to be well received by young children. It is a pity that they have been shrouded with the trappings of what may well be interpreted by many observers as cynical commercialism.

PUDDLE LANE READING PROGRAMME

There is little need to review this material, as Ladybird have launched a massive marketing exercise which has rendered it virtually impossible for anyone to have avoided their publicity material. The Programme is designed for children between the ages of about 3½ and 6½ years, who are just beginning to be interested in books or who are just beginning to learn to read. It is intended for use by parents and children at home, but clearly could also be used in schools. The Programme is based on many principles which will be familiar to Paired Reading devotees, ie the importance of reading stories to children and with children in order to demonstrate a good model of reading behaviour and provide a "context support" approach to the task.

The Programme has five stages, and there are more books in the early stages for extra practice for the beginning reader. Each book contains one fictional story based on the overall theme of events in Puddle Lane, and each Stage is at the same reading level. A continuous story for the adult to read to the child is printed on the left hand page of each book. The books are lavishly illustrated. Under illustrations on the right hand page of each spread are key words, phrases or simple sentences echoing the more complex text. The adult reads the story to the child, there is (hopefully) discussion about the story and pictures, and at a second reading the child is encouraged to read the words on the right hand page. In Stages 2 and 3, the text on the right hand page for the child to read becomes more complex. At Stage 4 the story is printed continuously on both left and right hand pages but the text

on the right hand page is of lower readability than that on the left, the idea being that parent and child read the book together each reading a page in turn. At Stage 5, the text is of homogeneous readability, and it is intended that the whole story is read to the child and then read by the child independently.

Not all of the books in the series are yet available, but will be before long. The illustrations in the books are various in quality, some very lively but some retaining characteristic Ladybird wooden-ness. Puddle Lane itself is a fantasy world peopled by improbable characters. Sheila McCullagh has produced a set of books which are very much in the "fairy tale" idiom, relieved by the appearance of some characters who seem to be vaguely normal, (usually the children). This may be a clever device, or may reveal a questionable assumption that all children are passionately fond of a heavy diet of non-fiction in general and fairy tales in particular. Nevertheless, these books will be produced in vast quantities and will retail at a low price. There are certainly worse things which are as widely available. The instructions to parents are reasonably clear and simple, and should not be subject to excess distortion by parents with eccentric views about the learning of reading. It is perhaps unfortunate that the structure of the Programme has been made so blatantly sequential - by the use of words like "Stages" and "Programme". It would be extremely unfortunate if the ingenious structure of these books failed to achieve its positive objective because parents merely regarded these reading materials as "just another Reading Scheme". There is a slim "parents' manual" which accompanies the series, but these are unlikely to be placed prominently on supermarket shelves and may never achieve wide circulation among parents. In this, parents are given some ideas about other activities which would facilitate generalisation of child skills from these materials to a wider range of reading books.

READ ALONG STORIES

There are twenty-five Read Along Stories, published by Cambridge University Press, and described by them as: "A collection of simple stories - fantasy, magic, animals, slapstick fun - designed to be first read and enjoyed by early readers and adults together, and then by children on their own." The books are intended for use in school as well as at home, but were developed with parents "very much in mind". All of the stories are written by Tessa Potter, and illustrated by a number of different artists. The illustrations are lively and likely to be highly motivating, and are sufficiently various to avoid the stereotypy which is so frequent in Ladybird series.

Each page has an illustration with several lines of related text forming the continuous story at the bottom. In addition, key phrases and words appear in speech bubbles, as if being said by the characters in the picture. This device could easily have degenerated into comic-strip type presentation, but by and large the books manage to avoid this. The twenty-five stories have a controlled "core" vocabulary of 74 frequently used sight words which have been taken from nine of the most popular reading schemes used in schools. These are the words that appear in the speech bubbles. Only three or four new 'core' words are introduced in each story, and these reappear in subsequent stories to ensure a gradual build-up of vocabulary. Each story

also has a number of 'interest' words particular to that story. Each story is designed also to introduce one specific initial letter sound. A brief Teacher's Manual is provided with each set of books, in which the way the vocabulary and introduction of initial letter sounds has been structured is outlined.

The stories are meant to be used flexibly, but they are graded in difficulty and arranged for convenience in four sets, with a corresponding change in the size and number of the words in the speech bubbles. However, this is in no way evident from the covers of the books, and the initial impression is certainly not of a "Programme" or "Reading Scheme". The stories can be used in a variety of ways. They can be used to supplement reading schemes, in early reading, or for large group work at story time. (The reviewer has found the books to be much appreciated by reception infant children in the latter setting). The books may also be useful for extending young able readers, or to provide material for older slower readers, bearing in mind their carefully graded structure and close relationship to other reading schemes. From the Paired Reading point of view, these books provide ideal material. They have been well produced and professionally and responsibly delivered, and at about £20 for a set of £25 books represent extremely good value. The books are ideal for any sort of parental involvement project.

## LEICESTER LITERACY SUPPORT SERVICE

The Leicester Area 1 Literacy Support Service, under its Head, Maggie Litchfield, has been very busy in the area of parental involvement in children's reading. Nursery projects have been developed, to enhance parental expertise in reading to young children. Parents share stories with their young children, and high participation levels are reported, although as yet there is no more tangible evaluation. At least ten Paired Reading projects have been run on the Derbyshire model in primary schools. Two projects have been set up deploying sixth form pupils to help both first year secondary and primary school children, using a linguistic type method of reading tuition. At least four projects have been established using age peer tutoring in primary schools.

All of these initiatives have been supported by training notes and video, details of which are available from the team. They also report that they are developing a pack for parents/volunteers/ancillary helpers which is based on story method/problem-solving approaches. The intention is that schools could use these materials to run workshops to train non-professionals. Techniques involved would include a modified version of Pause, Prompt, Praise and a language-based story method. The Leicester team see this latter development as their version of "Beyond Paired Reading".

Further details from: Area 1, Literacy Support Service, Knighton Fields Teachers' Centre, Herrick Road, Leicester LE6 2DJ.
Telephone Leicester 706906.

## STILE COMMON INFANT SCHOOL - LONG TERM FOLLOW-UP

Readers may remember Peggy Bruce's report on her highly successful project with mixed ability Middle Infants which appeared in the 1985 Bulletin on pages 5 - 9. At the beginning of the project, the P R group (n = 28) had an average reading age of 6 years and 2 months, on the Daniels and Diack Test 1, while the control group (n = 11) averaged 6 years and 6 months, ie on average the control group were better readers. At the end of the intensive period of the project, however, the control group had gained only three months of reading age while the P R group had gained ten months of reading age, so the P R group were now on average the better readers. This result was spectacular enough in itself.

The children involved are now in the second year of two local Junior schools. Both the P R and control groups have recently been re-tested, this exercise constituting a long term follow-up nineteen months after the end of the project. As the Daniels and Diack Test 1 has a ceiling effect for children of this age, the McMillan Reading Analysis was used for the purpose. The P R group proved to have an average reading Accuracy age of 8 years 10 months, and an average reading Comprehension age of 8 years and 9 months. By contrast, the control group had an average reading Accuracy age of 7 years 9 months and an average reading Comprehension age of 8 years 0 months. Although the use of two different tests over this time span does not enable us to make sweeping conclusions about rates of acceleration during the follow-up period, it is nevertheless clear from the large differential between the control and P R groups that the P R readers have continued to accelerate away from the control children, who were initially on average the better readers! Although the Daniels and Diack Test does not give any norm-referenced indicators for reading Comprehension, the follow-up results show that the Paired Readers are well ahead of the control children in Comprehension as well as Accuracy.

It must be noted, however, that the original control group was very various, consisting of a number of high ability readers whose parents felt the project was unnecessary for their children, and also a number of Asian children whose parents were unable to participate. The differentials evident at long term follow-up may to an extent reflect the restricted subsequent progress of some of the ethnic minority control children, whose increasing divergence from the high ability readers within the control group has served to artefactually deflate the arithmetic mean for the control group. Nevertheless, this effect cannot explain away the bulk of the differential which is now evident.

## PAIRED READING IN SUFFOLK

Jane Ryder Richardson reports from Ipswich that Paired Reading also works in the flatlands. Referring to the Paired Reading Training Pack, she organised a project along the lines suggested by Avril Bush. There were twelve children who took part in the project and eleven children who acted as a control group. All twenty-three children had reading problems and were at least one year behind their chronological age in reading skill. The P R group showed a marked increase in reading improvement. They gained in reading Accuracy by 8.4 months and in reading Comprehension by 12.6 months. Their improvement was significantly greater than that of the control group. Other Fen Persons please copy.

## COMPARATIVE WORK IN LEEDS

Mick Pitchford (now in Walsall) reports on some impressive work being conducted at Great and Little Preston Junior School in Leeds. Mr D R Charlston the Head Teacher has been experimenting with three different forms of parental involvement in children's reading. Some children have had a Paired Reading experience, some have been involved in Precision Teaching of reading, while some have been involved in "Prepared Reading" (different from the Young and Tyre version). This latter method involves the teacher selecting a passage to be prepared, parent and child reading the passage together, followed by the child reading the passage alone, with the usual P R correction procedure plus a check on words causing continual difficulty at the end of the passage. Mr Charlston has interesting multiple-baseline single case study data showing relative progress for children experiencing these different techniques, over periods of fifteen months and more. Apart from the interest of the longitudinal nature of this data for children experiencing a single technique, there are also some cases where different techniques have been used in succession which are even more fascinating. Let us hope that Mr Charlston continues with his efforts and keeps collecting data. He can be contacted at the school, Preston Lane, Woodlesford, Leeds LS26 8AR, telephone 0532-862502.

## ROYDS HALL HIGH - FURTHER DATA ON PEER TUTORING

Readers may remember from the 1985 Bulletin that Royds Hall High School has been experimenting successfully in a number of projects which have variously deployed natural parent tutors, age peer tutors, and cross age tutors. The results from the cross age tutor project are now available, but the results are not directly comparable to those for the other two types of project as a different reading test was used. The parent and age peer projects were evaluated using the Schonell Word Recognition Test, which theoretically may be expected to underestimate the gains children make as a result of involvement in the fundamentally different Paired Reading process. It was expected that the use of the Neale Analysis for the evaluation of the cross age tutor project would produce more optimistic results, this test being more relevant to reading out loud

in a one to one situation from continuous meaningful prose. An outside tester was used, and it was anticipated that increased familiarity with the children at post-test might also tend to inflate the children's scores. Furthermore, owing to low reliability between forms of the Neale, Form A was used for both pre and post tests, which might have given a further positive bias to the results.

Nevertheless, nobody was expecting the massive gains which in fact were found. A total of 23 children received tutoring from a very small number of altruistic fifth formers during a period of only six weeks prior to the tutors' leaving school. The pre-post test interval was eight weeks. On the Neale, the average gains during the project were twelve months in reading Accuracy and thirteen months in reading Comprehension. The Paired Readers had thus gained at 6.5 times "normal" rates in Accuracy and 6.8 times "normal" rates in reading Comprehension.

Given the undesirability of making exaggerated claims for the effectiveness of an intervention on data of doubtful reliability, the external tester returned to the school twelve weeks after post-test to carry out a further round of testing using a different form of the Neale. It was felt that this would help to control for both the tester familiarity and test content familiarity effects about which there was concern. This follow-up test would thus serve both as a reliability check and as an indicator of endurance of the gains made. It should be noted that during the twelve weeks follow-up period, the six week summer holiday intervened. It was expected that this would have a deflationary effect on any follow-up results, bearing in mind that the extra reading practice had been specific to the school environment. In fact, the follow-up results showed that the tutees had gained a further two months on average in reading Accuracy, and a further one month on average in reading Comprehension. While this reflects less than "normal" rates of gain during the summer holidays, (Ratio Gain = 0.43/0.47), it confirms the reliability of the post-test finding.

Royds Hall have subsequently run a further age peer tutor project, incorporating a wide span of tutee age,and preliminary analysis indicates that the project has been more effective for the older tutees than for the younger tutees, exactly the opposite of the situation that pertained with respect to the initial natural parent tutored project.

## Paired Reading Training Pack

The new Paired Reading training video tape mentioned in the 1985 Bulletin is now available. The tape runs for fifty-five minutes, but it is only intended that specific sections should be selected for use with whichever audience the presenter wishes to work. The tape includes sections demonstrating both age peer and cross age tutoring. Both sound and vision are now of satisfactory quality, and new teaching notes are provided with every tape. The video tape can be purchased for £10, this low price being made possible by the high demand for the item. The tape is also available in Betamax and Umatic formats, but as these are produced individually to special order, the cost is usually considerably higher. Copies of the tape are available in all the different international video standards, so that the tape can be used anywhere in the world, but again the transformations involved have to be done to special order and are costly.

"How To Do It" Pamphlets are available in Bengali, Punjabi, Urdu and Gujerati. The paper material standardly available in the pack now includes training pamphlets for use in peer and cross age tutor projects. Additionally, "I'm a Paired Reader" badges and "Paired Reading Gives You Book Power!" pens are available. Prices vary according to quantity ordered. The badges in particular have proved extremely popular with children involved in projects in schools, and are a very useful way of manipulating the social psychology of the playground in efforts to make reading a high status activity.

## Third National Paired Reading Conference

The Third National Conference is scheduled to take place on Saturday, 8 November 1986, again at Dewsbury and Batley Technical and Art College. Since the second national conference, the College has been stricken by a major fire, but we hope that all will be well again in time for the next conference. For 1986, Andy Miller from the Child Development Research Unit at the University of Nottingham will be giving the keynote address, reviewing the seminal work in Derbyshire from which much of the work in Kirklees drew its initial inspiration. An enormous range of workshops will again be on offer, and the exhibition promises to be bigger than ever. A very large number of participants are again expected.

## Paired Reading Register

Some readers of this Bulletin will have received it together with a copy of the second Paired Reading Register, in which their names appear. The Register has grown substantially since last year. It may or may not be serving its declared purpose, which was to enable users of the P R technique to locate colleagues in their own neighbourhoods with whom they could share experiences and ideas. In any event, the Register is now becoming so expensive and time-consuming to produce that it seems unlikely that the Kirklees Project will be able to fund its production in subsequent years. In any event, the technique is now so widespread that it should not be too difficult for individual users to locate other teachers within the authority who are also P R protagonists. Enquiries can always be made to local Psychological Services, Reading Advisory Centres and Teachers' Centres - indeed some of these institutions may seek to devise their own local registers.

## Ryedale Adult Literacy Project

Readers who have already looked through the article on Paired Reading for Adults with Literacy Problems in this issue of the Bulletin will have realised that it is largely theoretical. The single effort to date in Kirklees to use the P R technique with adults on a peer tutor basis within an F E College met with mixed success. Although many of the difficulties encountered were of an organisational nature which were beyond the coordinator's control, industrial action has since inhibited the replication of this work bearing in mind the lessons learned from the first effort.

However, as a result of the workshop on P R in Adult Literacy at the Second National Conference, a different kind of project with adults has now been established in North Yorkshire under the directorship of John Scoble. A total of thirteen students from an existing Adult Literacy class facility came to a training meeting together with at least one spouse, relative or friend with whom they were in regular contact in their natural environment, who was prepared to act as a tutor. After a role play of "How Not To Do It" , the technique was demonstrated by role play. Practice of the technique by the Pairs at the training meeting was not expected because of the delicate nature of the task involved. Pairs contracted to use the technique for ten minutes, five days a week over six weeks. Special training pamphlets were made available and self-recording diaries issued. The Paired Reading at home will be monitored by regular home visits by Adult Literacy workers, and the whole project will be evaluated by reading tests which incorporate norm-referenced and error analysis indicators. At the time of writing, this exciting project is in full swing. For the results - Watch This Space !

## Effective Reading Tests

This new reading test is scheduled to become available in April 1986, but presumably may be subject to the same delays as occurred with its stable-mate, the McMillan Reading Analysis. Denis Vincent and Michael de la Mare are the authors of both tests. The novel feature of these tests is that the reading material is contained in real books!

Really consisting of a series of four standardised group reading tests, the materials are suitable for use at each of the four junior year levels and first year secondary. Each level has its own Reader, in which the content is mainly non-fiction. The first two books are illustrated in full colour; the later two in monochrome.

At each level, two different forms of test are available. The "Progress Test" gives a single standardised attainment score. The "Skills Test" provides the teacher with more detailed diagnostic information as well as a standardised score. The books are well illustrated and the pages have plenty of continuous prose without degenerating into massive blocks of print. Diagrams are incorporated, some of considerable complexity, and reference and library skills are tested as well as comprehension skills which require interpretation and creative responses. Higher reading skills are certainly tested out.

Pupils respond on individual answer sheets, which are well laid out but may well be offputting for the less able pupil because of their apparent complexity. The Progress Tests follow a multiple-choice format and will be relatively quick and easy to administer and mark. However, the cost of these disposables will be a major expense for many hard pressed schools.

## Suffolk Reading Scale

The National Foundation for Educational Research are currently in the middle of developing this test, are expecting to standardise it in 1986, and suggest that it will be published sometime in 1987. The test will basically be a sentence reading scale spanning the age groups 6 - 13 years, in three levels for different age bands and with two parallel forms to each level. There will be between 60 and 65 items in common between adjacent levels, facilitating comparison from year to year and level to level. N.F.E.R. say the test will be administerable either in groups or individually, but few details are as yet available as to how this might be done in practice. Efforts have been made to make the vocabulary content relevant to the whole span of the school curriculum. The test materials will comprise test booklets and separate answer sheets, together with an overall Teacher's Guide. A computer scoring service will be available eventually.

## Scholastic "Shared Reading" Materials

Many readers may be familiar with Don Holdaway's "Shared Reading" concept, which he has described in his two well known books, but which is completely different from the parental involvement in children's reading techniques which are also known as Shared Reading (see the "WHICH Parental Involvement in Reading Scheme ?" in this issue). Holdaway's "Shared Reading" is a totally class-based procedure focussing on the use of giant books made by the children which are visible to the whole of a group involved in language and reading work. This idea has been taken up by Scholastic Publications, who are now marketing giant books and associated sets of normal size readers in the United Kingdom. Holdaway's approach is extremely interesting, especially for infant teachers, and his books are recommended. Further details of the commercial materials are available from: Scholastic Publications Limited, Marlborough House, Holly Walk, Leamington Spa, Warwickshire CV32 4LS. However, readers should note that this particular meaning of the phrase "Shared Reading" has very little to do with parental involvement in children's reading.

## P.R. with Down's Syndrome Children

Linda Burdett's article on the use of P.R. in Hong Kong which appears in this issue will be of interest to many readers. Linda writes that she is currently working on an early intervention programme for developmentally delayed children, principally Downs Syndrome Children. She is planning to introduce Paired Reading as part of a total programme with two of these children who will gradually integrate into mainstream schooling as from April 1986. Perhaps we will read in the next Bulletin of the outcome. Meanwhile, Linda offers her good wishes for a successful Year of the Tiger - Kung Hei Fat Choi - a Happy Chinese New Year.

## Call for Papers

Readers will have noted from the structure of this issue of the Bulletin that although presenters of workshops at the Second National Conference have been assiduous in supplying reports to include in the "Proceedings" the number of Feature Articles from far flung and distant parts of the United Kingdom is not over-large. Your editor has not exactly been buried by articles describing the efforts of all those busy Paired Reading buffs who are certainly beavering away out there, but seem to have difficulty finding time to write up their work. Please do try to make space to do this, because to learn of your work and to share your experience will help to broaden every readers outlook - it's all part of the educative process. Contributions for issue No 3 of the Bulletin should be sent to Keith Topping, before Christmas 1986 for consideration for publication. But don't leave it until Christmas to write the article - if you defer it

at all, you will probably never do it.

Although the Bulletin is produced on a cottage industry basis, one thousand copies of issue No 1 were circulated throughout the United Kingdom to a very select and specialist audience of professionals interested in reading, and particularly in parental involvement in children's reading. It will be possible to purchase advertising space in issue No 3. Anyone interested should contact the Editor at the Kirklees Paired Reading Project. Advertising Revenue will be ploughed back in to reduce the price of the Bulletin.


# Croom Helm New Book Information

Keith Topping

PARENTS AS EDUCATORS: Training Parents to Teach their Children

There has been a growing interest recently in involving parents in the education of their children, particularly when such children have special needs. Indeed this is supported by recent legislation. Parents may require structured training and support to ensure that they sustain effectively their vital role as educators at home. Many large-scale programmes to provide this have been developed throughout the world, and include Home Start, Portage Home Visiting Projects and Paired Reading Projects. However, many of these have not been thoroughly evaluated and the existing literature is scattered and difficult to obtain.

This book critically analyses research reports on more than 600 international English-language projects on the implementation and effectiveness of parent training. It also provides a detailed guide to the practicalities of planning projects, together with a comprehensive directory of useful resource materials. The book should therefore be of major interest to teachers, psychologists, educational administrators and many others working with parents and children.

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PARENTAL INVOLVEMENT IN CHILDREN'S READING

Edited by Keith Topping, Educational Psychologist, Kirklees Metropolitan Council, Huddersfield, and Sheila Wolfendale, Principal Lecturer in Educational Psychology, North East London Polytechnic

Parental involvement in children's education is a subject of growing interest and recent legislation in both the UK and USA has given formal recognition of parents rights. Learning to read is an obvious area where parents can do a great deal to help, and some schools have had programmes for parental involvement in reading for some time. However, recent research has shown the considerable benefit in having carefully structured systems for parental involvement.

This book presents a review of past and current good practice in this field. Details of a wide range of schemes developed in local areas are given in a series of short contributed papers, which are grouped into sub-sections of Part II according to the type of project. Part Three is essentially a manual of materials and methods. The emphasis throughout the book is on service delivery to all children, although there is of course considerable discussion of remedial reading and children with special needs. The book should appeal to a wide audience in education, educational administration and educational psychology.

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